

Kindergarten Curriculum						
Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
1-2 weeks	<ul style="list-style-type: none"> Who are you? What do you like to do? 	3.1.A.1 3.1.C.2,3 3.1.B.2 3.1.D.4 3.1.F.3,4 3.1.G.2,3,4 3.2.A.5,6 3.2.B.1 3.2.D.1 3.3.A.1 3.3.D.1 3.4.A.1 3.5.A.1 3.2.C.2	<ul style="list-style-type: none"> Realize that speech can be recorded in words Demonstrate phonemic awareness Recognize and name upper and lower case letters Recognize and read one's name Listen and respond attentively Use new vocabulary and grammatical construction in own speech Retell a story orally Explain meaning of common symbols Verbally identify details in a story read aloud Identify favorite books and stories Vocabulary comprehension Share experiences and express ideas Spell own name 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud "Picture walk" sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips
3 weeks	<ul style="list-style-type: none"> What makes you special? 	3.1.A.2,6 3.1.B.1,4,5 3.1.D.3,4 3.1.F.2 3.1.C.1,2	<ul style="list-style-type: none"> Distinguish letters from words Demonstrate understanding that spoken words 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading

		<p>3.4.A.3 3.1.G.2 3.2.D.1 3.3. B.2 3.5 B.1 3.2.A.6 3.2.C.3</p>	<p>consist of sequences of phonemes</p> <ul style="list-style-type: none"> • Attempt to follow along in book while listening to story read aloud • Identify and sort words in basic categories • Learn many one-to-one letter-sound correspondences • Recognize some words by sight • Given a spoken word produce another word that rhymes with it • Listen to rhymes and songs to begin developing and understanding letter/sound relationships • Communicate personal response to literature through drawing, telling, or writing • Use oral language to extend learning • Begin to sequence a series of pictures to tell a story • Participate in group writing activities such as experience stories, interactive writing, and shared writing • Recognize and begin to use left-to-right and top-to-bottom directionality and 	<p>projects</p> <ul style="list-style-type: none"> • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips
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			<p>spacing between words when writing</p> <ul style="list-style-type: none"> • Demonstrate understanding of the function of a book and its parts including front and back and title page 			
3 weeks	<ul style="list-style-type: none"> • What do I like to eat? 	<p>3.1.A.4 3.1.B.2,3 3.1.C.1,2 3.1.F.1,2 3.1.D.1,4 3.1.G.2,4,6 3.2.C.1 3.3.B.2 3.4.B.1 3.5.A.1</p>	<ul style="list-style-type: none"> • Follow words left to right and top to bottom • Understand that the sequence of letters in a written word represents a sequence of sounds in a spoken word • Continue to develop a vocabulary through meaningful/concrete experiences • Practice reading behaviors such as retelling, reenacting or dramatizing stories • Make predictions based on illustrations or portions of stories • Use letter/sound knowledge in an attempt to write some words • Listen attentively to books teacher reads in class • Use oral language to extend learning 	<ul style="list-style-type: none"> • Discussion • Tests • Kidwriting • Student projects • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips
3 weeks	<ul style="list-style-type: none"> • What do you do for fun? 	<p>3.1.B.1,2,3 3.1.C.1,2 3.1.D.1,2 3.1.E.1 3.1.F.1,2</p>	<ul style="list-style-type: none"> • Recognize when a simple text fails to make sense when listening to a story read aloud 	<ul style="list-style-type: none"> • Discussion • Tests • Kidwriting • Student 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading

		<p>3.1.G.2,3 3.3.A.3 3.4.A.2 3.5.A.1 3.2.C.4</p>	<ul style="list-style-type: none"> • React to stories poems and songs • Listen to identify main characters and events in stories • Make predictions about story read aloud • Gain increasing control of penmanship including pencil grip, paper position and beginning strokes • Begin to track or follow print when listening to a familiar text being read 	<p>projects</p> <ul style="list-style-type: none"> • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips
3 weeks	<ul style="list-style-type: none"> • What makes a family? 	<p>3.1.B.1,2,4 3.1.C.1,2 3.1.D.1,4 3.1.F.1,2 3.1.G.2,4 3.2.A.2 3.2.A.4 3.2.C.1 3.3.C.1 3.4.A.1 3.5.A.2</p>	<ul style="list-style-type: none"> • Continue to identify story elements • Continue to listen and respond attentively to literary text and functional texts • Observe the teacher modeling writing • Attempt to put ideas into writing using pictures, developmental spelling, or conventional text • Use letter-sound knowledge in attempting to write 	<ul style="list-style-type: none"> • Discussion • Tests • Kidwriting • Student projects • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead

			<ul style="list-style-type: none"> some words • Use language to describe feelings, people, objects, and events • Listen fully to understand instruction or hear daily messages • Discuss favorite characters from books, film, and television 			<ul style="list-style-type: none"> • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips
3 weeks	<ul style="list-style-type: none"> • What do you know about animals? 	<p>3.1.B.1,2, 4 3.1.C.1,2 3.1.D.1,2,4 3.1.F.1 3.1.G.2,5,6 3.2.A.3 3.3.B.1 3.4 .B.2 3.5.A.1</p>	<ul style="list-style-type: none"> • Learn many one-to-one letter-sound correspondences • Recognize some words by sight • Recognize when a simple text fails to make sense when listening to a story read aloud • Continue to develop vocabulary • Verbally identify story elements • Participate in shared reading • Make predictions based on illustrations • Demonstrate understanding that spoken words consist of sequences of phonemes and practice reading behaviors such as retelling, reenacting, and dramatizing • Generate a share ideas and experiences for a 	<ul style="list-style-type: none"> • Discussion • Tests • Kidwriting • Student projects • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips

			<ul style="list-style-type: none"> story • Share in conversations with others • Answer questions correctly about story read aloud • Make predictions about visual information (pictures, books) 			
3 weeks	<ul style="list-style-type: none"> • What do you know about insects? 	3.1.A. 2,3 3.1.C.1,2 3.1.D.1, 4 3.1.F.2 3.1.G.2,6 3.2.A.4,5 3.3.D.1 3.4 .A.3 3.5.B.2	<ul style="list-style-type: none"> • Demonstrate phonemic awareness in a variety of ways • Listen and respond attentively to literary/functional texts (nursery rhymes/science books) • Recognize and name most lower and uppercase letters from the alphabet • Identify and sort words in basic categories • Attempt to put ideas into writing using pictures or developmental spelling • Write own first and last name • Sing familiar songs and rhymes to promote oral language development • Listen to rhymes and songs to begin developing an understanding of letter/sound 	<ul style="list-style-type: none"> • Discussion • Tests • Kidwriting • Student projects • Portfolio writing • Teacher observations • H.W. • Rubrics • DIBELS 	<ul style="list-style-type: none"> • Differentiated instruction • Learning centers • Writers workshop • Flexible grouping • Graphic organizers • Teacher modeling • Guided reading • Guided writing • DEAR • conferencing 	<ul style="list-style-type: none"> • Journals • Book talk • Choral reading • Partner reading • Echo reading • Discussion • Cooperative activities • Daily oral language • Structured writing prompts • Learning centers • Portfolio writing • Computer/word processing • Word wall • Picture prompts • Reread aloud • “Picture walk” sequence • Story mapping • Active listening • Viewing overhead • Independent reading • Audio (listening) • Big Books • Shared writing • Circle time/calendar • Singing songs/rhymes • Drawing pictures to express understanding • Using manipulatives • Field trips

			<ul style="list-style-type: none"> relationships Show understanding of purpose for pictures in books 			
3 weeks	<ul style="list-style-type: none"> How are animals adventurous? 	3.1.B.1,4,5 3.1.C.1, 2, 3 3.1.D.1,2 3.1.F.1,2 3.1.G.2,5 3.2.A.6 3.2.C.5 3.3 C.2 3.4.B.2 3.5.A.1	<ul style="list-style-type: none"> Participate in shared reading experiences Respond to a variety of poems and stories through movement, art, music, and drama Given a spoken word, produce another word that rhymes with it Recognize and read ones name Verbally identify story elements Practice reading behaviors, such as retelling, reenacting, and dramatizing Participate in group writing activities such as experience stories, interactive writing and shared writing Suggest rhyming words during word play, songs or read aloud Answer questions correctly from books read aloud Make predictions about visual information Write all uppercase and lower case 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud “Picture walk” sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips

			letters of the alphabet from teacher copy			
3 weeks	<ul style="list-style-type: none"> What do you find in your neighborhood? 	3.1.B.1,2 3.1.C.1,2 3.1.D.2,4 3.1.E.5 3.1.F.1,2 3.1.G.2 3.2.B.1 3.3.D.2 3.4.B.1 3.5.A.1	<ul style="list-style-type: none"> Demonstrate understanding that spoken words consist of sequence of phonemes Recognize some words by sight Identify and sort words in basic categories Verbally identify story elements Continue to develop a vocabulary through meaningful/concrete experiences Recognize when simple text fails to make sense when listening to a story read aloud Begin to use social conventions of language Listen attentively to books teacher reads to class Make predictions about visual information (pictures in books) “read” familiar text from memory, not 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud “Picture walk” sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips

			necessarily from the print alone			
3 Weeks	<ul style="list-style-type: none"> Who are the people in your neighborhood? 	3.1.B.1,2,3 3.1.C.1,2,3 3.1.D.1 3.1.E.4 3.1.F.1,2,3 3.1.G.1,2 3.1.A.3 3.2.A.2 3.2.B.2 3.3.A.2 3.4.B.2 3.5.A.2	<ul style="list-style-type: none"> Recognize some words by sight Recognize that words are separated by spaces Understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word Relate personal experience to story characters' experiences, language, customs and cultures Explain meanings of common signs and symbols Observe the teacher modeling writing Begin to collect favorite work samples to place in writing folder Participate in conversations with peers and adults Answer questions correctly about books read aloud 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud "Picture walk" sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips

			<ul style="list-style-type: none"> Discuss favorite characters from books, film and television 			
3 weeks	<ul style="list-style-type: none"> What makes up your neighborhood? How is our neighborhood different from others? 	3.1.B.1,3,4 3.1.C.2 3.1.D.2 3.1.F.1,2 3.1.G.2,6 3.1.A.5 3.1.E.2,3 3.1.H.1 3.2.D.2 3.3.C.1 3.4.A.3 3.5.B.1	<ul style="list-style-type: none"> learn many one-to-one letter/sound correspondence recognize some words by sight recognize and name most upper case and lower case letters in the alphabet identify and sort words in basic categories recognize that print represents spoken language think ahead and make predictions about texts use picture clues to aid understanding of story content locate and know the purposes for various literacy areas of the classroom show and talk about favorite work samples (drawing or writing) with teacher or family use language to 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud “Picture walk” sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips

			<p>describe feelings, people, objects and events</p> <ul style="list-style-type: none"> listen to rhymes and songs to begin developing an understanding of letter/sound relationships begin to sequence series of pictures/ images to tell story 			
3 weeks	<ul style="list-style-type: none"> What lives in the ocean? 	<p>3.1.B.2,4,5 3.1.C.1,3 3.1.D.1,3 3.1.F.1,2 3.1.G.2,5,6 3.2.C.1 3.2.D.1 3.3.A.3 3.3.D.2 3.4.A.2 3.5.A.2 3.1.H.2</p>	<ul style="list-style-type: none"> Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds Recognize some words by sight Practice reading behaviors such as retelling, reenacting and dramatizing stories Attempt to follow along in a book while listening to a story read aloud Make predictions based on illustrations or portions or stories Use letter/sound knowledge in attempting to write some words Communicate personal response to literature through drawing, telling or writing React to stories, poems and songs Begin to use social conventions of 	<ul style="list-style-type: none"> Differentiated instruction Learning centers Writers workshop Flexible grouping Graphic organizers Teacher modeling Guided reading Guided writing DEAR conferencing 	<ul style="list-style-type: none"> Discussion Tests Kidwriting Student projects Portfolio writing Teacher observations H.W. Rubrics DIBELS 	<ul style="list-style-type: none"> Journals Book talk Choral reading Partner reading Echo reading Discussion Cooperative activities Daily oral language Structured writing prompts Learning centers Portfolio writing Computer/word processing Word wall Picture prompts Reread aloud “Picture walk” sequence Story mapping Active listening Viewing overhead Independent reading Audio (listening) Big Books Shared writing Circle time/calendar Singing songs/rhymes Drawing pictures to express understanding Using manipulatives Field trips

			<p>language</p> <ul style="list-style-type: none">• Listen to identify main characters and events in stories• Discuss favorite characters from books, film and television• Choose books related to topics or interest			
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