

# Kittery School District

## Grade K CC English Curriculum for 2015-2016

### FOUNDATIONAL SKILLS

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Demonstrate understanding of the organization and basic features of print.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Follow words from left to right, top to bottom, and page by page.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with /l/, /r/, or /x/.)
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- Read emergent-reader texts with purpose and understanding.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize and produce rhyming words.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Concepts of print	<ul style="list-style-type: none"> <li>- I can recognize and name all lowercase letters of the alphabet.</li> <li>- I can recognize and name all uppercase letters of the alphabet.</li> <li>- I can show you that written words are separated by spaces.</li> <li>- I can tell you that you use letters to make words, and that the letters in each word need to be in a specific order.</li> <li>- When I read, I can follow the words in the correct direction: left to right, top to bottom, and page by page.</li> </ul>
Rhyming	<ul style="list-style-type: none"> <li>- I can come up with words that rhyme.</li> <li>- I can tell you if two words rhyme.</li> </ul>
Syllabification	<ul style="list-style-type: none"> <li>- I can blend the beginning sound and ending sounds together and say what word they make. Ex. /h/+/op/=hop, /c/+/ake/=cake</li> <li>- I can blend the sounds of syllables together and say what word they make.</li> <li>- I can tell you each syllable I hear in a word.</li> <li>- I can tell you how many syllables I hear in a word.</li> <li>- I can tell you the first sound I hear in a word, and the sound(s) that follow. Ex. can=/c/+/an/, Mike=/m/+/ike/</li> </ul>
Consonant sounds	<ul style="list-style-type: none"> <li>- I can add a sound to a word, and tell you the new word it makes. Ex. add "s" to the end of the word "play"= plays, add /s/ to the beginning of the word "lime"= slime</li> <li>- I can change a sound in a word, and tell you the new word it makes. Ex. cake, change the /c/ to a /b/ = bake; step, change the /e/ to /o/ = stop; mess, change the /s/ to a /t/ = met</li> <li>- I can tell you the first sound, the middle vowel sound, and the last sound I hear in a word. Ex. big=/b/+/i/+/g/, cat=/c/+/a/+/t/</li> </ul>
Consonants	<ul style="list-style-type: none"> <li>- I can tell you the most common sound for each consonant.</li> </ul>
Vowels	<ul style="list-style-type: none"> <li>- I can use the long vowel sound when sounding out words with a long vowel.</li> <li>- I can use the short vowel sound when sounding out words with a short vowel.</li> </ul>
High-frequency words	<ul style="list-style-type: none"> <li>- I can read common words by sight. Ex. I, me, the, of, to, you, she, my, is, are, am</li> </ul>
Decoding	<ul style="list-style-type: none"> <li>- Some words are spelled almost the same, but I can tell them apart by using the sounds of the letters that are different. Ex. cap and cat: cap ends with /p/ and cat ends with /t/</li> </ul>
Individual reading fluency	<ul style="list-style-type: none"> <li>- I can read and understand beginner books.</li> <li>- I can read and understand books for a specific reason. Ex. to learn more about dogs; because I like jokes and riddles</li> </ul>

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### LITERATURE

- Actively engage in group reading activities with purpose and understanding of a literary text.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, ask and answer questions about key details in a literary text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts).
- With prompting and support, identify characters, settings, and major events in a literary text.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, retell familiar stories, including key details.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Key details	<ul style="list-style-type: none"> <li>- If you help me, I can answer specific questions about key details in the book I am reading.</li> <li>- If you help me, I can ask specific questions about key details in the book I am reading.</li> <li>- With help from you, I can retell familiar stories, including the key details.</li> </ul>
Characters	<ul style="list-style-type: none"> <li>- With help, I can identify the characters by name in a story.</li> </ul>
Setting	<ul style="list-style-type: none"> <li>- With help, I can identify the settings in a story.</li> </ul>
Main events	<ul style="list-style-type: none"> <li>- With help, I can identify the important events in a story.</li> </ul>
Words and phrases	<ul style="list-style-type: none"> <li>- I can ask and answer questions about words I don't know.</li> </ul>
Genre	<ul style="list-style-type: none"> <li>- I can recognize common types of texts. Ex. storybooks, poems</li> </ul>
Author	<ul style="list-style-type: none"> <li>- I can show you the name of the author of a book.</li> <li>- I can tell you about the author's part of creating a book.</li> </ul>
Illustrator	<ul style="list-style-type: none"> <li>- I can show you the name of the illustrator of a book.</li> <li>- I can tell you about the illustrator's part of creating a book.</li> </ul>
Visual elements	<ul style="list-style-type: none"> <li>- With help, I can explain the connection between the story and the pictures.</li> </ul>
Text to text connections	<ul style="list-style-type: none"> <li>- With help, I can tell you how the adventures of characters in stories are the same and are different.</li> <li>- With help, I can tell you how the experiences of characters in stories are the same and are different.</li> </ul>
Group reading	<ul style="list-style-type: none"> <li>- I can participate in group reading activities and show that I understand the book we are reading.</li> </ul>

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### INFORMATIONAL TEXT

- Actively engage in group reading activities with purpose and understanding.
- Identify the front cover, back cover, and title page of an informational book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.
- With prompting and support, ask and answer questions about key details in an informational text.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person in the text an illustration depicts).
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- With prompting and support, identify the main topic and retell key details of an informational text.
- With prompting and support, identify the reasons an author gives to support points in an informational text.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Key details	<ul style="list-style-type: none"> <li>- If you help me, I can answer specific questions about key details in the book I am reading.</li> <li>- If you help me, I can ask specific questions about key details in the book I am reading.</li> <li>- With help from you, I can retell the key details from the informational text I am reading.</li> </ul>
Main topic	<ul style="list-style-type: none"> <li>- With help from you, I can figure out the main topic of the informational text I am reading.</li> </ul>
Text-based connections	<ul style="list-style-type: none"> <li>- With help from you, I can describe the connection between two people, events, ideas, or pieces of information in an informational text.</li> </ul>
Words and phrases	<ul style="list-style-type: none"> <li>- If you help me, I can answer questions about words I don't know in an informational text.</li> <li>- If you help me, I can ask questions about words I don't know in an informational text.</li> </ul>
Text features	<ul style="list-style-type: none"> <li>- I can point out the title page of an informational text.</li> <li>- I can point to the front cover and the back cover of an informational text.</li> <li>- I can show you the name of the author of an informational text.</li> <li>- I can show you the name of the illustrator of an informational text.</li> <li>- I can tell you about the author's part of creating an informational text.</li> <li>- I can tell you about the illustrator's part of creating an informational text.</li> </ul>
Visual elements	<ul style="list-style-type: none"> <li>- If you help me, I can explain how the words and pictures work together.</li> </ul>
Argument and claims	<ul style="list-style-type: none"> <li>- If you help me, I can tell you the reasons an author gives to support his or her points.</li> </ul>
Cross-text exploration	<ul style="list-style-type: none"> <li>- If you help me, I can tell you how two texts on the same topic are the same and how they are different.</li> </ul>
Group reading	<ul style="list-style-type: none"> <li>- I can participate in group reading activities and show that I understand the informational text we are reading.</li> </ul>

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### WRITING

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Opinion writing	- I can write the name of a book I read and tell how I feel about it - using pictures, words, or having someone write my words for me.
Informative\Explanatory writing	- I can write the name of a topic and tell something about the topic - using pictures, words, or having someone write my words for me.
Narrative writing	- I can write about something that happened, in the order it happened, and share my reaction to it - using pictures, words, or having someone write my words for me.
Writing process	- I can get ideas from my teacher and classmates about where to include details to make my writing better. - I can work with my teacher and classmates to create and publish my writing.
Research	- I can work on research and writing projects with my class.
Present findings	- I can answer a question using what I know, and what I learn from the resources my teacher gives me.

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### LANGUAGE

- Capitalize the first word in a sentence and the pronoun I.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Print many upper- and lowercase letters.
- Produce and expand complete sentences in shared language activities.
- Recognize and name end punctuation.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use frequently occurring nouns and verbs.
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Printing	<ul style="list-style-type: none"> <li>- I can print many lowercase letters.</li> <li>- I can print many uppercase letters.</li> </ul>
Noun	<ul style="list-style-type: none"> <li>- I can form regular plural nouns orally by adding -s or -es. Ex. dog, dogs; wish, wishes</li> <li>- I can use nouns in my writing and while speaking.</li> </ul>
Verb	<ul style="list-style-type: none"> <li>- I can use verbs in my writing and while speaking.</li> </ul>
Preposition	<ul style="list-style-type: none"> <li>- I can use prepositions in my writing. Ex. to, from, in, out, on, off, for, of, by, with</li> </ul>
Complete sentence	<ul style="list-style-type: none"> <li>- I can work with my classmates to write and expand complete sentences.</li> </ul>
Capitalization	<ul style="list-style-type: none"> <li>- I can capitalize the first word in a sentence.</li> <li>- I can capitalize the pronoun "I" in my writing.</li> </ul>
End marks	<ul style="list-style-type: none"> <li>- I can find and name the punctuation at the end of a sentence.</li> </ul>
Phonetic spelling	<ul style="list-style-type: none"> <li>- I can use what I know about letter sounds to try to spell simple words.</li> <li>- When I am writing words, I can write a letter for most of the consonant sounds in the word.</li> <li>- When I am writing words, I can write a letter for most of the short vowel sounds.</li> </ul>
Strategies for determining word meaning	<ul style="list-style-type: none"> <li>- I can come up with new meanings for familiar words and then use them when I'm writing and speaking. Ex. knowing duck is a bird, and learning the verb to duck</li> <li>- I can figure out the meaning of confusing words I see in class and in my reading.</li> <li>- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>
Word relationships and nuance	<ul style="list-style-type: none"> <li>- I can act out the meaning of words, to help me understand the slight differences between them. Ex. walk, march, strut, prance</li> <li>- I can figure out the opposites for common action words and words that describe action words.</li> <li>- I can identify real-life connections between words and their use. Ex. note places at school that are colorful</li> <li>- I can sort common objects into categories in order to better understand them. Ex. shapes, foods</li> <li>- I can work with my teacher and classmates to explore the relationships between words and word meanings.</li> </ul>
Vocabulary use	<ul style="list-style-type: none"> <li>- I can use words and phrases I learn during conversations, while reading and being read to, and from responding to texts.</li> </ul>

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### SPEAKING AND LISTENING

- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Continue a conversation through multiple exchanges.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Speak audibly and express thoughts, feelings, and ideas clearly.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Communication and collaboration skills	<ul style="list-style-type: none"> <li>- I can follow the rules when we have a discussion. Ex. listening to others and taking turns speaking</li> <li>- I can talk in a group with my teacher and classmates about the things we read and learn in class.</li> <li>- If we have to stop our conversation, I can continue that conversation at another time.</li> </ul>
Aural comprehension skills	<ul style="list-style-type: none"> <li>- I can ask and answer questions if I need help, to get information, or to clarify something I'm confused about.</li> <li>- I can ask and answer questions to make sure I understand the important details of what we are listening to, or talking about.</li> </ul>
Presentation structure	<ul style="list-style-type: none"> <li>- I can describe familiar people, places, things, and events, and I can give you more details if you ask for them.</li> </ul>
Visual and multimedia presentation materials	<ul style="list-style-type: none"> <li>- When I speak, I can show drawings or pictures to support what I am saying.</li> </ul>
Attention to audience	<ul style="list-style-type: none"> <li>- I can clearly express my thoughts, feelings, and ideas.</li> <li>- I can use a strong, clear voice when I am speaking.</li> </ul>