

**DIOCESE OF HARRISBURG
KINDERGARTEN CURRICULUM
LANGUAGE ARTS**

Anchor: Learning to Read Independently

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Identify and produce alliteration.	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Model mimicking tongue twisters, songs and finger plays. • Read books with examples of alliterative and rhyming language. 	<p>The student will:</p> <ul style="list-style-type: none"> • Listen for word pairs. Give “thumbs up or down” if words have the same beginning sound. • Produce words that begin with the same sound. 	
Develop sentence awareness and word awareness.	D	<ul style="list-style-type: none"> • Model appropriate meaningful language/vocabulary, using clapping and counting games with names, sentences and words from units of study. • Provide manipulatives to count words in spoken sentences. 	<ul style="list-style-type: none"> • Clap and count words in a sentence. • Clap and count syllables in a word. 	
Discriminate if words and sounds are the same or different.	D	<ul style="list-style-type: none"> • Model “stretching” through words to hear each sound. 	<ul style="list-style-type: none"> • Listen to sounds. Give “thumbs up or down” when sounds are same or different. 	
Identify beginning, middle and ending sounds in words.	M	<ul style="list-style-type: none"> • Model “stretching” through words to emphasize and identify initial, medial and final sounds. 	<ul style="list-style-type: none"> • Sort pictures and/or objects by beginning sounds. 	
Blend sounds to make a spoken word	D	<ul style="list-style-type: none"> • Model/blend phonemes together to make single syllable words. • Use letter and picture cards to create sound-symbol matches. 	<ul style="list-style-type: none"> • Blend the onset and rime together to make a word. • Blend 2-4 phonemes together to make a word. 	

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Decode words (phonics)	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Model/apply sounds to letters in the decoding process. • Provide opportunities to apply the sounds to letters in the decoding process with shared readings, small group instruction, and independent readings. 	<p>The student will:</p> <ul style="list-style-type: none"> • Identify letters and corresponding sounds. • Apply knowledge of sounds and letters when reading. • Read/write phonetically. 	
Encode words (writing)	D	<ul style="list-style-type: none"> • Model applying the sounds of letters to the encoding process. • Provide opportunities to apply knowledge of sounds of letters to the encoding process, during shared/interactive writing, independent writing time, and at learning centers. 	<ul style="list-style-type: none"> • Identify letters and corresponding sounds. • Apply knowledge of sounds and letters when writing. 	
Read emergently with some fluency	D	<ul style="list-style-type: none"> • Model reading with fluency. • Expose learners to repeated readings of big books, daily messages, poems, charts, songs and finger plays. • Encourage students to “read along” during shared reading. • Provide opportunities to practice reading with fluency (rereading familiar texts independently.) 	<ul style="list-style-type: none"> • Recite nursery rhymes, poems, and finger plays with fluency (appropriate rate, accuracy and expression.) • Read from familiar texts with fluency. • Use understanding of end punctuation to “read like you’re talking.” • Begin to recognize common sight words with automaticity. (a, my, the, I, like, go, we, on, to, you, have, do, what, no, see, look, come, for, me, one, little, are, here) 	

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Expand vocabulary within new concepts	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide exposure to new vocabulary in various contexts throughout the classroom interactions and activities. • Model rich spoken language (vocabulary, verb tenses, and sentence structure), providing opportunities for learners to make meaningful connections (i.e. open-ended questions.) • Provide explicit instructions of key vocabulary words. • Discuss synonyms and antonyms for new words. 	<p>The student will:</p> <ul style="list-style-type: none"> • Name, describe and talk about new concepts. • Listen to stories on tape, computer and discussions. • Define a word, using descriptive words, using synonyms and/or antonyms. 	
Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families).	D	<ul style="list-style-type: none"> • Model the importance of recognizing sight words with automaticity. • Create a word wall of sight words. • Provide opportunities to read and identify common reading words within a variety of texts. • Provide opportunities to explore and apply new sight words, during shared readings, small group differentiated reading instruction, independent reading and learning centers. 	<ul style="list-style-type: none"> • Identify designed words in print in a variety of texts (word walls, message, poem, labels in room.) 	

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Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books.	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Model rich spoken language (vocabulary and sentence structure.) • Provide opportunities to allow learners to talk to various partners. • Expand of what children are saying by questioning, adding information, explanations and descriptions. • Utilize games that require the learner to listen and to respond to commands. 	<p>The student will:</p> <ul style="list-style-type: none"> • Participate in games, such as “Simon Says” and demonstrate commands, such as jump, skip, touch, clap and point. • Use expressive language that includes new vocabulary, using descriptive words and proper sentence structure. 	
Identify and produce rhyming words and alliteration.	M	<ul style="list-style-type: none"> • Model mimicking rhymes, songs and finger plays. • Read books with examples of rhyming language. • Use cloze procedure to complete a rhyme, using familiar song/poem or predictable books. 	<ul style="list-style-type: none"> • Listen for rhyming pairs. Give “thumbs up or down” if words rhyme. • Produce rhyming words, using real and nonsense words. 	
Segment phonemes to form words.	M	<ul style="list-style-type: none"> • Provide opportunities for practice to use Elkonin boxes to segment a word into phonemes. • Model/ “stretch” single syllable words into individual phonemes. • Substitute sounds to form new words. 	<ul style="list-style-type: none"> • Play games where students practice manipulating letters within words to make new words. • Count phonemes heard in CVC words and other 2-4 phoneme words. • Isolate initial consonant sounds in single syllable words. 	

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Demonstrate concepts of print knowledge (i.e. holding a book correctly, turning pages, distinguish print from picture, front and back of book, left to right page movement, read from top to bottom, return sweep, parts of a book).	M	<p>The teacher will:</p> <ul style="list-style-type: none"> • Shared readings and big books • Interactive read-alouds • Daily messages/charts • Reread familiar/favorite books, attending to concepts of print. • Organize author/genre studies to encourage familiarity with different authors, illustrators and types of stories. 	<p>The student will:</p> <ul style="list-style-type: none"> • Independently practice print concepts in a learning center or classroom. • Play book games (i.e. finding first/last letters, punctuation marks, title.) • Identify common signs, logos, and environmental classroom print. 	
Develop knowledge of letters and their sounds excluding vowels (alphabetic principle).	M	<ul style="list-style-type: none"> • Model the names of upper and lower case letters. • Model the common sounds associated with each letter. • Emphasize letter-sound relationships during large and small group shared reading experiences. • Create and engage learners in using a name wall and sight word wall. • Provide opportunity to use letter cards to sort letters into lowercase and uppercase groups. 	<ul style="list-style-type: none"> • Identify letters in own name and names of classmates. • Recognize and name letters of alphabet (in sequence and random order) with automaticity. • Match uppercase and lowercase letter pairs. • Recognize and say common sounds of letters. • Write the letter for the phoneme at the beginning of a word. 	

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Anchor: Reading Critically in all Content Areas

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Determine important ideas and messages in informational texts.	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Model and identify important ideas/messages in informational texts. • Include informational texts as part of read alouds, shared readings, small group differentiated reading instruction and independent reading. • Complete (with teacher assistance) KWL charts, before, during and after reading, listening or viewing informational selections. • Include informational texts in classroom library. 	<p>The student will:</p> <ul style="list-style-type: none"> • Retell important facts from the text. • Identify main idea/message of the text. • Connect text events and information to real life experiences and prior knowledge. • Complete graphic organizers (i.e. Venn diagram, KWL, concept maps) • Engage learners in conversations about the big ideas, the author's purpose for writing. • Demonstrate understanding through response activities (i.e. drawing, writing, generating questions, answering questions) 	
Recognize the characteristics of various types of texts.	D	<ul style="list-style-type: none"> • Model the important features and their purpose in informational texts. • Provide a variety of texts in classroom library (i.e. fiction, nonfiction, plays, poems, dictionaries, magazines, newspapers.) • Provide and use a variety of functional documents with simple oral, written or rebus directions and/or labels (i.e. classroom schedules, recipes, rules, signs, posters and maps.) 	<ul style="list-style-type: none"> • Distinguish fiction from nonfiction (real vs. make believe.) • Distinguish between different forms of texts and the functions they serve. 	

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Anchor: Reading Critically in all Content Areas

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Understand and respond to a variety of literary selections that are read, listened to or viewed	M	The teacher will: <ul style="list-style-type: none">• Read, listen to, view, share and discuss texts from a variety of genres and types (i.e. stories, poems, nursery rhymes, songs, plays, raps, finger plays.)• Listen to and discuss a variety of texts representing diverse cultures and ethnicities.• Provide ideas and discussions that help make connections between what they read and their own life.• Guide children in establishing purposes for listening, reading or viewing.	The student will: <ul style="list-style-type: none">• Connect personal experiences with the experiences, language, customs and culture of literary characters.• Demonstrate understanding of stories through different response modes, including talk, drawing, writing, drama, and dramatic play.• Retell the story.	
Monitor comprehension while viewing, listening to and reading literary selections.	B	<ul style="list-style-type: none">• Preview books by taking “picture walks” and making predictions about texts.• Use prior knowledge to anticipate meaning and make sense of texts.• Model importance of making meaning and to be aware when comprehension breaks down.• Model how to monitor understanding while reading.• Explicitly model comprehension strategies (making connections, visualizing, predicting and checking predictions, questioning) during read alouds.• Provide opportunities to use comprehension strategies during shared reading and small group instruction.	<ul style="list-style-type: none">• Assess and revise predictions while reading.• Self correct word recognition errors during reading.• Ask oneself if what is being read “makes sense.”	

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Anchor: Quality of Writing

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
A sentence begins with a capital letter	B	<p>The teacher will:</p> <ul style="list-style-type: none"> • Introduce proper letter strokes, left to right order, top to bottom movement, etc. • Participate in whole group interactive writing lessons. • Observe writing mechanics in chart writing (capital letters, punctuation, etc.) 	<p>The student will:</p> <ul style="list-style-type: none"> • Kid writing • “Kid writing Wall-Of-Fame” • Class books • Story starters • Journals • Computer programs (i.e. Kidspiration) 	
Sentence has beginning and ending parts.	B			
Telling sentences end with a period.	B			
Telling sentences have an action and person/place or thing.	B			
Retell a story in sequence, using illustrations and captions.	DM			
Verbally retell a story.	M			
Retell a story in correct sequence, using illustrations.	M			
Publish several pieces of writing.	M			

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Anchor: Types of Writing

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Write about a specific topic. (i.e. what you did over summer vacation, what you will look like when you're 100 years old.)	D	<p>The teacher will:</p> <ul style="list-style-type: none"> • Demonstrate mini-lessons on kid writing, how to draw a picture for a story, how to “scribble” write, how to write about a picture, how to stretch words for letters, how to correlate heard sounds to letters, how to find words using environmental print (i.e. word wall, word family charts, monthly vocabulary charts), etc. • Observe different writing styles (informational, fiction and nonfiction) • Participate in whole group interactive writing lessons. 	<p>The student will:</p> <ul style="list-style-type: none"> • Kid writing • White boards • Lined paper • Students will write about a specific topic (i.e. using sentence starters.) 	
Draw a picture. Write a simple sentence about the picture.	D			
Draw a picture then dictate a sentence describing it.	M			
Draw a picture. “Scribble,” write about the picture. (i.e. Kid writing)	M			
Draw a picture. Write at least one simple sentence about the picture.	M			

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Anchor: Formal Handwriting

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
<p>Write both upper and lowercase letters, using proper letter formation.</p> <p>Write their name appropriately, using upper and lower case letters.</p>	<p>M</p> <p>M</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> • Introduce proper letter strokes, left to right order, top to bottom movement, etc. 	<p>The student will:</p> <ul style="list-style-type: none"> • White boards • Lined paper • Sand paper • Cutting/sewing letters 	

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Anchor: Speaking and Listening

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Listen in order to give, restate and follow simple two-step directions.	D	The teacher will: <ul style="list-style-type: none"> • Ask relevant questions to clarify information. • Distinguish between fact and other information. 	The student will: <ul style="list-style-type: none"> • Ask questions. • Identify facts and opinions. 	
Listen to a selection and share information and ideas.	D	<ul style="list-style-type: none"> • Identify the characteristics of a similar experience. • Make predictions about what will happen next. • Identify the events that happen first, next and last in a story. 	<ul style="list-style-type: none"> • Make a reasonable prediction. • Restate the story by first, next, last. 	
Relate a story or experience using simple speaking skills.	M	<ul style="list-style-type: none"> • Identify character and tone in spoken information/stories. • Identify different types of tone in a story. • Use appropriate pauses when speaking. 	<ul style="list-style-type: none"> • Identify and use a new word from a listening selection. • Use correct vocabulary when speaking. • Use appropriate volume while answering questions or in conversation. 	
Respond to questions when asked.	M	<ul style="list-style-type: none"> • Share information and ideas on a specific type of experience. • Ask questions in response to stories. • Relate a real-life experience to a specific event in the story. 	<ul style="list-style-type: none"> • Answer a question appropriately. • Listen to the contributions of other classmates. 	

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Anchor: Speaking and Listening (Continued)

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Respond to questions when asked.	M	The teacher will: <ul style="list-style-type: none"> • Demonstrate turn-taking in conversations. 	The student will:	
Participate in small group and large group discussions.	D	<ul style="list-style-type: none"> • Participate in small group discussions. • Recite short poems, rhymes and songs. • Give simple presentations (i.e. show and tell) • Use questions to obtain information from other persons. • Report an emergency to adults. 	<ul style="list-style-type: none"> • Participate in every day conversations by asking appropriate questions and initiating sentences. 	
Recognize different forms of media (i.e. television, radio, film, and internet.)	M	<ul style="list-style-type: none"> • Identify the role of different forms of media. • Recognize the role and importance of the media in the lives of people. 	<ul style="list-style-type: none"> • Identify an advertisement. 	

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Anchor: Research

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
<p>Choose a topic of interest to research/talk about/share with classmates.</p>	<p style="text-align: center;">D</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> • Locate information using visual representations and keywords. • Identify sources of information (i.e. dictionary, newspaper, magazine, internet.) • Use word wall, books, etc. to obtain information. • Identify important concepts related to the main idea. • Demonstrate note taking to represent information. 	<p>The student will:</p> <ul style="list-style-type: none"> • Discuss reasons for choosing a topic. • Understand simple purposes of various medias. • Orally identify key concepts. 	