

Kindergarten Language Arts Literacy

The Wyckoff Public Schools is in the process of moving through a three to five year Language Arts Literacy Initiative for all grades, K-8. We are proud to say that the district is moving toward a Balanced Literacy approach to teaching Language Arts which encompasses both reading workshop and writing workshop. The elementary reading program provides instruction in the five components of reading - phonemic awareness, phonics, vocabulary, fluency and comprehension - and engagement in independent reading. The elementary language arts program encompasses writing instruction as well, which includes the writing process, traits of effective writing and independent writing. The processes of listening and speaking are integrated into all of the components of a comprehensive, balanced literacy approach.

The Kindergarten curriculum focuses on the foundational skills necessary for early reading and writing success.

Standard 3.1(Reading) All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

A. Concepts About Print

- Realize that speech can be recorded in words.
- Distinguish letters from words.
- Recognize that words are separated by spaces.
- Follow words left to right and from top to bottom.
- Recognize that print represents spoken language.
- Demonstrate understanding of the function of a book and its parts, including front and back and title page.

B. Phonological Awareness (includes phonemic awareness)

- Demonstrate understanding that spoken words consist of sequences of phonemes.
- Demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds.
- Understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
- Learn many, though not all, one-to-one letter-sound correspondences.
- Given a spoken word, produce another word that rhymes with it.

C. Decoding and word recognition

- Recognize some words by sight.
- Recognize and name most uppercase and lowercase letters of the alphabet.
- Recognize and read one's name.

D. Fluency

- Practice reading behaviors such as retelling, reenacting or dramatizing stories.
- Recognize when a simple text fails to make sense when listening to a story read aloud.
- Attempt to follow along in book while listening to a story read aloud.
- Listen and respond attentively to literary texts and functional texts.

E. Reading Strategies (before, during and after reading)

- Begin to track or follow print when listening to a familiar text being read.
- Think ahead and make simple predictions about text.
- Use picture clues to aid understanding of story content.
- Relate personal experiences to story characters' experiences, language, customs and cultures with assistance from teacher.
- "read" familiar texts from memory, not necessarily verbatim from print alone.

- F. Vocabulary and concept development
 - Continue to develop a vocabulary through meaningful, concrete experiences.
 - Identify and sort words in basic categories.
 - Explain meanings of common signs and symbols.
 - Use new vocabulary and grammatical construction in own speech.
- G. Comprehension skills and response to text
 - Respond to a variety of poems and stories through movement, art, music and drama.
 - Verbally identify the main character, setting and importance events in a story read aloud.
 - Identify favorite books and stories.
 - Retell a story read aloud using main characters and events.
 - Participate in shared reading experiences.
 - Make predictions based on illustrations or portions of stories.
- H. Inquiry and research
 - Locate and know the purpose for various literacy areas of the classroom and the library/media center.
 - Choose books related to topics of interest.

Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

- A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)
 - Recognize that thoughts and talk can be written down in words.
 - Observe the teacher modeling writing.
 - Generate and share ideas and experiences for a story.
 - Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
 - Write (print) own first and last name.
 - Participate in group writing activities such as experience stories, interactive writing, and shared writing.
 - Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.
- B. Writing as a Product (resulting in work samples)
 - Show and talk about work samples containing pictures, developmental spelling, or conventional text.
 - Begin to collect favorite work samples to place in personal writing folder.
- C. Mechanics, Spelling, and Handwriting
 - Use letter/sound knowledge in attempting to write (print) some words.
 - Spell own name.
 - Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.
 - Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.
 - Write all uppercase and lowercase letters of the alphabet from teacher copy.
- D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)
 - Communicate personal response to literature through drawing, telling, or writing.
 - Show and talk about favorite work samples (drawing or writing) with teacher and family.

Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

A. Discussion

- Share experiences and express ideas.
- Participate in conversations with peers and adults.
- React to stories, poems, and songs.

B. Questioning (Inquiry) and Contributing

- Share in conversations with others.
- Use oral language to extend learning.

C. Word Choice

- Use language to describe feelings, people, objects, and events.
- Suggest rhyming words during word play, songs, or read-aloud.

D. Oral Presentation

- Sing familiar songs and rhymes to promote oral language development.
- Begin to use social conventions of language.

Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

A. Active Listening

- Listen fully to understand instructions or hear daily messages.
- Listen to identify main characters and events in stories.
- Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.

B. Listening Comprehension

- Listen attentively to books teacher reads to class.
- Answer questions correctly about books read aloud.

Standard 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

A. Constructing Meaning

- Make predictions about visual information (e.g., pictures in books).
- Discuss favorite characters from books, film, and television.

B. Visual and Verbal Messages

- Begin to sequence a series of pictures or images to tell a story.
- Show understanding of purpose for pictures in books.

Kindergarten Mathematics

Kindergartners will be actively engaged in hands-on learning, developing the concepts of number sense and number relationships. Throughout the year, they will explore shapes, patterning, spatial relationships, graphing and communicating/understanding math vocabulary and critical thinking strategies.

Using developmentally appropriate practices, students will be exposed to estimation, geometry, money, time, measurement, probability, and place value. By providing an introduction to numerical operations of addition and subtraction through concrete modeling, students will enter first grade prepared to understand and develop these processes.

Grade Kindergarten Math Standards

Standard 4.1 All students will develop number sense and perform standard numerical operations and estimations on all types of numbers in a variety of ways.

- A. Number Sense
- B. Numerical Operations
- C. Estimation

Standard 4.2 All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.

- A. Geometric Properties
- B. Transforming Shapes
- C. Coordinate Geometry
- D. Units of Measurement
- E. Measuring Geometric Objects

Standard 4.3 All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.

- A. Patterns
- B. Functions and Relationships
- C. Modeling
- D. Procedures

Standard 4.4 All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

- A. Data Analysis
- B. Probability
- C. Discrete Mathematics-Systematic Listing and Counting
- D. Discrete Mathematics-Vertex-Edge Graphs and Algorithms

Standard 4.5 All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

- A. Problem Solving
- B. Communication
- C. Connection
- D. Reasoning
- E. Representation
- F. Technology