

**CHERRY HILL PUBLIC SCHOOLS  
Cherry Hill, New Jersey**

**DISTRICT ESSENTIAL CURRICULUM**

**SUBJECT: ENGLISH/LANGUAGE ARTS**

**GRADE LEVEL: Grade K**

## An Overview from the Committee

The K-8 Language Arts Essential Curriculum represents the best thinking of the Cherry Hill Community, of educators new and seasoned, who responded over months of curriculum development to the many drafts that preceded this document which is now ready to be Board approved. Hundreds of teachers' thoughts are represented in this document.

As you use this guide to plan for your year of instruction, think beyond the template in your hands and reflect upon the bigger mission that this document represents. Although a teacher who uses this document is charged with delivering the Language Arts Standards and Benchmarks, the true charge to all who use this curriculum lies in our ability to live a literate life and to do so as a model for our students and for our colleagues. Developing a lifelong learner, an individual who values personal and academic literacy, is the true mission of our work. As we plan lessons, create units, and map our way thorough our teaching, we must understand that this curriculum is a vehicle to impart a deep love of literacy to all of our children. The curriculum is a living representation of our teaching community's love of language and our belief in the power of communication. It thrives through you, the reflective educator. This belief can elevate our work further as students journey through the rich, literate experiences that are planned within our K-8 collaborative teaching community.

This curriculum has a life. It is not something for the bookshelf. It is something to be lived. The focus of the curriculum, the Standards and benchmarks, mark Cherry Hill's commitment to achieving a preeminent education. These Standards and Benchmarks go well beyond the State standards. Teachers can confidently plan with this document and know that they are supporting their students who must demonstrate competency for local and State assessments. Living the curriculum, therefore, does not mean teaching to the test. Rather, it suggests that student who experience a year of instruction focused on the Cherry Hill Language Arts Standards, can perform at proficient levels of communication and can demonstrate their literacy for a wide variety of audiences and purposes. The design of units based upon the Standards and Benchmarks assures alignment with the State and national view of Language Arts. However, teachers using this document are challenged to design experiences that go beyond what is designated in the standards. Teachers are challenged to offer students the chance to reflect and demonstrate knowledge that gives their learning depth. As teachers work together to plan units of study based upon the Language Arts curriculum, as they share the units throughout the building and district, our skill at creating these rich unit designs will grow.

Implementation for the K-8 Language Arts curriculum suggests collaboration among teachers. Principals and teachers are urged to plan conversations, staff meetings, and faculty meetings around the Language Arts Standards and Benchmarks. To assure the document lives, teachers are charged with the creation of curriculum maps and unit plans based upon the K-8 template. As we continue, resources such as literature and teacher support materials, will create a fuller implementation. By adopting this document, the Board has shown its willingness to support the curriculum with appropriate materials and resources.

The district curriculum assessments that students take as the year unfolds will provide us with data regarding our capacity to create effective units and reliable assessment tools. Data will provide us with feedback that feeds our knowledge of how children are learning and achieving as they journey through the curriculum.

As the committee turns its energy and attention to creating a similar product for the high school, a grade 9-12 Standards-based curriculum, it wishes to acknowledge the support of the entire educational community, teachers, principals, Central Office and the Board, for allowing the thoughtful, reflective nature of curriculum work to be honored.

On behalf of the entire committee, thank you for allowing us to advance this district vision of Language Arts through the K-8 Essential Curriculum.

Trish Rubin  
Language Arts Chairperson

Committee Members: Ann Allen, Jennifer Aristone, Deborah Banecker, Mary Bates, Jennifer Baughman, Louise Carlo, Theresa Church, Laura Gertel, Jane Koury, Alicia Leinmiller, Terry Malone, Donna Morocco, Karen Onyx, Denise Poole, Carole, Roskoph, Janice Showler

### ASSESSMENTS

**To measure the student's ability to demonstrate success in meeting/exceeding the standards, teachers should use a variety of assessments. The following assessments are required:**

**Ongoing Assessment Process:** Outcomes and tools for implementation

**Writing:** Outcomes to Assess Communication  
(Please keep in Literacy Folder)

Writing Samples with Kid Writing Continuum (Fall, Winter, Spring)\*\*  
Narrative procedure (How To)  
Narrative account (personal story)  
Non-fiction account  
Writer's Notebook: Kid Writing (daily)  
Poem (optional)  
Personal Communication (optional)

**Reading:** Tools to Assess Fluency / Comprehension

Running record of Guided Reading level \*\*  
Open-ended questions (oral)  
Alphabet surveys\*\*  
Text reconstruction  
Rubrics

**End of the Year Assessment:** (\*\*) District Portfolio to be passed to Grade One teacher  
Cumulative Contents:

- Kindergarten Language Profile Sheet
- In-depth Study: Response to Author Study (Age-appropriate response)
- Writing Samples : (Fall/Winter/Spring) with Kid Writing Continuum
- Last recorded Alphabet Survey
- Final Guided Reading Level (based on running record)

**STANDARDS AND BENCHMARKS CONCEPTS/KNOWLEDGE and SKILLS**

To successfully complete the study of this curriculum, the student must demonstrate the ability to meet or exceed the following Cherry Hill Standards. Based upon knowledge and skills gained by the end of Kindergarten students will:

**SUBJECT AREA STANDARDS**

STANDARD	BENCHMARKS	TERMINOLOGY
<p><b>2.1 Reading: Concepts about Print</b></p> <p>The student “reads,” listens to, comprehends, and responds to a wide variety of print material representing different cultures.</p>	<p>A. Demonstrate understanding of concepts about print</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge about print <ul style="list-style-type: none"> <li>• Realize that speech can be recorded in words</li> <li>• Distinguish letters from words</li> <li>• Recognize that words are separated by spaces</li> <li>• Follow words left to right and from top to bottom, and use return sweep</li> <li>• Demonstrate understanding of the purpose and use of a book and its parts, including front cover, back cover, and title page</li> </ul> </li> <li>2. Demonstrate <b>phonological</b> awareness (oral language activities) <ul style="list-style-type: none"> <li>• Demonstrate understanding that spoken words consist of sequences of <b>phonemes</b></li> <li>• Demonstrate <b>phonemic awareness</b> by rhyming, clapping syllables, and substituting sounds</li> <li>• Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle)</li> <li>• Learn many one-to-one letter sound correspondences</li> <li>• Produce another word that rhymes with a given word</li> <li>• Begin to track or follow print when listening to a familiar text</li> </ul> </li> <li>3. Decode and recognize words <ul style="list-style-type: none"> <li>• Recognize some forms of <b>environmental print</b></li> <li>• Recognize and name all uppercase and lowercase letters of the alphabet</li> <li>• Recognize and read his/her name</li> <li>• Recognize some sight words</li> </ul> </li> <li>4. Experience print <ul style="list-style-type: none"> <li>• Listen daily to teacher “read alouds”</li> <li>• Participate in teacher-directed peer discussions on materials heard</li> <li>• Mimic reading in large group, small group, and individually</li> </ul> </li> </ol> <p>B. Respond daily to a wide variety of <b>literary genre</b> by:</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Drawing</li> <li>• Talking/dramatizing</li> <li>• Retelling</li> </ul>	<p>“<b>Reads</b>”: pretend reading, mimicking teacher</p> <p><b>Phonological awareness</b>: proper pronunciation</p> <p><b>Phonemes</b>: each sound that is heard in a spoken word</p> <p><b>Phonemic awareness</b>: a child’s understanding that every spoken word is made up of a sequence of phonemes</p> <p><b>Environmental print</b>: text that one encounters in daily life, i.e. signs, schedules, maps</p> <p><b>Literary genre</b>: categories used to describe written materials that are based on their shared perspective, structure, and organization,</p>

<p><b>2.2 Reading: Literacy</b></p> <p>The student "reads" to develop personal and academic literacy.</p>	<p>A. Interact with books</p> <ul style="list-style-type: none"> <li>• Choose books and "read"</li> <li>• Use the pictures to tell a story</li> </ul> <p>B. Locate and know the purpose for various literacy areas of classroom and library</p>	
<p><b>2.3 Reading: Comprehension</b></p> <p>The student applies a variety of strategies to gain understanding of the text.</p>	<p>A. Demonstrate ability to comprehend using a variety of strategies in whole class setting and <b>Guided Reading</b> Groups (as appropriate)</p> <ol style="list-style-type: none"> <li>1. Develop reading skills <ul style="list-style-type: none"> <li>• Begin to track and follow print when listening to a familiar text being read</li> <li>• Begin to use simple graphic organizers</li> </ul> </li> <li>2. Practice using <b>metacognitive strategies</b> <ul style="list-style-type: none"> <li>• Participate in "<b>think-alouds</b>"</li> <li>• Begin to use <b>prior knowledge/ making connections (text-to-self, text-to-text)</b> with teacher assistance</li> <li>• Begin to <b>infer, making simple predictions</b> about text</li> </ul> </li> </ol> <p>B. Use various strategies for developing vocabulary</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Word wall</li> <li>• Writing</li> <li>• Letter manipulatives (magnetic letters, <b>Making Words cards</b>)</li> </ul> <p>C. Demonstrate fluency</p> <ul style="list-style-type: none"> <li>• "Read" familiar text fluently with proper phrasing, expression, and attention to punctuation</li> </ul>	<p><b>Guided Reading:</b> The teacher works with small groups of students to guide them toward independent reading and provides necessary skills, supports, and challenges so they gain meaning from reading materials-see glossary</p> <p><b>Metacognitive strategies:</b> strategies the student uses to understand own thinking</p> <p>"<b>Think-alouds</b>"-when the teacher voices the ideas in her head to model her thinking</p> <p><b>Prior knowledge/ making connections (text-to-self, text-to-text):</b>connecting new learning one's own background or to known book</p> <p><b>Infer:</b> develop an understanding based on unstated evidence or clues</p> <p><b>Making simple predictions:</b> guessing what will happen next</p> <p><b>Making Words cards:</b> letter cards used to build words during word work</p>
<p><b>2.4 Reading: Immersion in an Author Study</b></p> <p>The student develops a depth of knowledge about one topic or genre.</p>	<p>A. Explore through an in-depth study of an author and his or her work (e.g., Bill Martin, Eric Carle, Donald Crews, Joy Cowley...)</p> <ul style="list-style-type: none"> <li>• "Read" many works by one author through shared reading and "read-alouds"</li> <li>• Participate in oral retellings individually, small group, whole group</li> <li>• Demonstrate understanding of story elements by orally naming main characters, setting, and story sequence</li> <li>• Engage in literary activities such as discussion, dramatization, puppetry, art, cooking, and writing</li> </ul>	

<p><b>2.5 Writing: Processes</b></p> <p>The student understands and uses the writing processes to craft writing for different audiences and purposes</p>	<p>A. Recognize that thoughts and talk can be written down: writing to/for children, writing with children, writing by children</p> <ul style="list-style-type: none"> <li>• Observe daily teacher modeling (mini lessons including: morning message, charts, lists, labels, etc.)</li> <li>• <b>Share the pen</b> with the teacher in guided writing experiences (to hear sounds in words)</li> </ul> <p>B. Build writing habits and stamina from daily practice</p> <ul style="list-style-type: none"> <li>• Write independently in a journal daily by using knowledge of letter/sound relationships and known words to attempt sentences and/or stories</li> </ul> <p>C. Maintain support for the Writing Processes</p> <ul style="list-style-type: none"> <li>• <b>Literacy Folder:</b> Collect written work across the curriculum</li> <li>• <b>Kid Writing Journal</b></li> </ul>	<p><b>Share the pen:</b> teachers and students take turns using a pen/marker to write on chart paper</p> <p><b>Literacy Folder:</b> a folder that houses reading and writing samples produced by the student throughout the year. <u>Please note!</u> Required samples for the District Portfolio may be taken from the Literacy Folder</p> <p><b>Kid Writing Journal:</b> a beginning writing approach for kindergarten and 1<sup>st</sup> grade students that provides a developmental approach to writing through scribbling, drawing, and transitional spelling</p>
<p><b>2.6 Writing: Product</b></p> <p>The student writes with increasing effectiveness through frequent writing opportunities across the curriculum.</p>	<p>A. Respond to a work by one author (author study)</p> <ul style="list-style-type: none"> <li>• <b>Graphic organizers</b></li> <li>• <b>Mosaic boards</b></li> <li>• Written retellings</li> </ul> <p>B. Communicate personal experience through drawing, speaking or writing</p> <ul style="list-style-type: none"> <li>• Narrative accounts</li> <li>• How-to</li> <li>• Non fiction</li> </ul> <p>C. Begin to demonstrate an awareness of audience</p> <ul style="list-style-type: none"> <li>• Show and talk about one's favorite work (drawing or writing) with teacher and family</li> </ul>	<p><b>Graphic organizers:</b> visual interpretations of a student's thinking, i.e., Venn diagram, web, story map</p> <p><b>Mosaic boards:</b> the student jots down ideas, reactions, and questions, or sketches the images she "sees" as the teacher reads aloud</p>
<p><b>2.7 Writing: Language Conventions</b></p> <p>The student uses Standard English conventions that are developmentally appropriate to grade level.</p>	<p>A. Use language conventions</p> <ul style="list-style-type: none"> <li>• Use letter/sound knowledge in attempting to write some words</li> <li>• Spell one's name</li> <li>• Recognize and begin to use spacing between words when writing</li> <li>• Gain increasing control of penmanship including pencil grip, paper positions, and beginning stroke</li> <li>• Write all letters of the alphabet (upper and lower case) from teacher copy</li> </ul>	
<p><b>2.8 Speaking</b></p> <p>The student speaks in clear, concise, organized standard English that varies in content and form for different audiences and purposes</p>	<p>A. Speak for a variety of purposes and audiences</p> <ul style="list-style-type: none"> <li>• Participate regularly in conversations with an adult or peer</li> <li>• Ask questions to meet needs</li> <li>• Restate what is heard when prompted</li> <li>• Use voice and volume appropriate to the situation</li> </ul> <p>B. Participate in group discussions</p> <ul style="list-style-type: none"> <li>• Display appropriate turn-taking behaviors</li> <li>• Share comments and/or opinions</li> <li>• Respond appropriately to comments and questions</li> <li>• Use language to describe feelings, people, objects, and events</li> </ul>	

<p><b>2.9 Listening</b></p> <p>The student listens actively to information from a variety of sources in a variety of situations</p>	<p>A. Display appropriate turn-taking behaviors and listen attentively in group or class discussions</p> <p>B. Demonstrate listening skills</p> <ul style="list-style-type: none"> <li>• Obtain information by listening</li> <li>• Follow spoken directions by listening</li> <li>• Participate in listening experiences for enjoyment (music, stories, etc.)</li> </ul> <p>C. Interact with text through oral responses</p>	
<p><b>2.10 Viewing</b></p> <p>The student accesses, views, evaluates, and responds to print, non-print, video, and electronic resource</p>	<p>A. Use pictures, videos, plays, concerts, assemblies, and speakers to build background knowledge</p> <ul style="list-style-type: none"> <li>• Relate personal experience to the information presented</li> </ul>	