



Course Title:	English Language Arts
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Cycle/Division:	Kindergarten
Grade Level:	Kindergarten 2
Credit Unit:	N.A
Duration:	One year / Two semesters
Course Prerequisites:	NA

<u>Department's Vision:</u>	Our vision in kindergarten is to motivate, inspire, encourage, and support students by providing a safe and loving environment to educate them socially, emotionally, and cognitively so they can continue to build a foundation for a life- long learning. We want to create confident, positive, and responsible role models that will contribute in making changes in their environment and globally.
<u>Department's Mission:</u>	To provide a solid academic foundation and maximize intellectual potential in each individual within a nurturing yet academically challenging environment by equipping pupils with a balanced study of reading, writing, speaking, and listening; thereby, fostering self-confidence and independence to create lifelong readers, writers and effective communicators.

COURSE DESCRIPTION:

Our English curriculum builds a deep understanding of key domains and topics within a single lesson, across a grade, and across the program. Each lesson features a domain and topic that tie the week's text selections together. Language Arts in kindergarten 2 focus on the basic foundation skills such as:

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

GENERAL COURSE LEARNING OBJECTIVES:

- **Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**
- **Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**
- **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**
- **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

- **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
- **Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions**

I.

STANDARDS/BENCHMARKS:

❖ Reading literature :Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.K.7

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).

CCSS.ELA-LITERACY.RL.K.8

(RL.K.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.



Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

Reading informational text: Key Ideas and Details:

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.5

Identify the front cover, back cover, and title page of a book.

CCSS.ELA-LITERACY.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

Phonological Awareness:

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.



Fluency:

CCSS.ELA-LITERACY.RF.K.4

Read emergent-reader texts with purpose and understanding.

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.1

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...*).

CCSS.ELA-LITERACY.W.K.2

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.

CCSS.ELA-LITERACY.W.K.3

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.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.K.4

(W.K.4 begins in grade 3)

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1



Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.2

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.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



II.

RESOURCES:

- ✓ Journeys 2011 [Houghton-Mifflin]
- ✓ Leveled Readers
- ✓ Trade Books, Picture Books, Big Books
- ✓ Internet (tablets)
- ✓ you tube
- ✓ flash cards
- ✓ letter manipulative
- ✓ special days
- ✓ field trips
- ✓ journals copy books
- ✓ show and tell
- ✓ different toys and objects
- ✓ KG library
- ✓ White boards
- ✓ Sand
- ✓ Shaving foam
- ✓ Fine motor skills manipulative

III.

COURSE OUTLINE:

Semester 1:

<u>Theme's #</u>	<u>Theme</u>	<u>Lesson(s)</u>
1	My School and me	-Pre assessment - practice writing own names
1	My School and me	-Letter Aa/A (Apple, alligator, arrow, astronaut, ambulance, axe) - Grammar: Nouns for objects in the class (chair, table, board, pencils, erasers, ...) -sight words: I, a -Attendance song Story: Big book/My five senses Writing: Write/copy/draw (A boy, A girl)
2	My family and friends *Families	-Letter B,b (ball, boat, bear, bread, bag) -Grammar: Adjectives, describing people -sight words: the, like -Song: Bingo Story: Big book/What makes a family Writing: Write/copy/draw (I love my family)
2	My family and friends *Families and Homes	-Letter C,c (cat, car, carrot, crab, cake) -Grammar: nouns for places -sight words: and, see -Song: sally the camel -Story: Big book/Everybody works -Writing: Write/copy/draw (My Home) --word Building: am, Sam, Pam
2	My family and friends *Friends and Pets	-Letter D,d (Doll, donkey, door, desk,) -Grammar: Describing pets -sight words: we, to -Song: Five little ducks -Story: Big book/bed full of cats -Writing: Write/copy/draw (My best friend) -word Building: can, fan, pan

2	My family and friends *Reflection Week	<ul style="list-style-type: none"> -Letter: revision -Grammar: revision -sight words: revision -Song: free choice -Story: free choice
3	Global Goal Life below Water	<ul style="list-style-type: none"> -Letter E, e (Doll, donkey, door, desk,) -Grammar: Describing places -sight words: come , me -Song: The elephant song -Story: book/ The rainbow fish -Writing: reflection on the rainbow fish -word Building: fat, pat, mat
3	Global Goal Life below Water	<ul style="list-style-type: none"> -Letter F, f (fish, flag, fire, frog) -Grammar: nouns for animals and things -sight words: with , my -Song: five little speckle frogs -Story: book/ commotion in the ocean -Writing: favorite sea creature -word Building: pet, let, set
3	Global Goal Life below Water	<ul style="list-style-type: none"> -Letter G,g (grapes, goat, gate, gorilla) -Grammar: Use different adjectives to describe the animals -sight words: you , what -Song: letter G song -Story: book/ Sharing a shell -Writing: reflection on the story -word Building: pen, men, ten
3	Global Goal Life below Water Reflection week	<ul style="list-style-type: none"> -Letter H,h (hat, hen, house, hammer) -Grammar: Use different adjectives and nouns -sight words: Are, now -Song: Humty dumty

		<p>-Story: book/ Smiley shark</p> <p>-Writing: reflection on the story</p> <p>-word Building: revision</p>
4	<p>UAE UAE national Day</p>	<p>-Letter l,i (igloo, iguana, insect, india)</p> <p>-Grammar: revision</p> <p>-sight words: look, many</p> <p>-Song: itcy, pitcy spider</p> <p>-Story: book/UAE stories</p> <p>-Writing: Respect the flag</p> <p>-word Building: sit, fit, lit</p>
4	<p>UAE</p>	<p>-Letter: revision</p> <p>-Grammar: preposition on</p> <p>-sight words: this, for</p> <p>-Song: free choice</p> <p>-Story: book/ UAE stories</p> <p>-Writing: National Day</p> <p>-word Building: revision</p>
5	<p>Sports *Different kinds of sports</p>	<p>Letter J,j (jet, jacket, jam, jelly)</p> <p>-Grammar: preposition at</p> <p>-sight words: find, from</p> <p>-Song: Jack and jill</p> <p>-Story: try your best</p> <p>-Emergent Writing: linked to the grammar topic (Look at me)</p> <p>-Creative Writing: reflection on the story</p> <p>-word Building: Sip, tip, lip</p>
5	<p>Sports *Different kinds of balls</p>	<p>Letter K,k (kite, key, king, koala)</p> <p>-Grammar: preposition in</p> <p>-sight words: there, and</p> <p>-Song: Polly put the kettle on</p>

		<p>-Story: froggy plays soccer</p> <p>-Emergent Writing: linked to the grammar topic (I am in the tent)</p> <p>-Creative Writing: reflection on the story</p> <p>-word Building: dot, pot, cot</p>
5	Sports Sports Day	<p>Letter L,l (log, lion, ladybug, ladder)</p> <p>-Grammar: preposition to</p> <p>-sight words: Down, we</p> <p>-Song: Free choice</p> <p>-Story: cliffords' Sports Day</p> <p>-Emergent Writing: linked to the grammar topic (go to bed)</p> <p>-Creative Writing: reflection on the story</p> <p>-word Building: top, pop, mop</p>

Semester 2:

<u>Theme's #</u>	<u>Themes</u>	<u>Lesson(s)</u>
5	Sports Reflection week	<p>Letter Mm,Nn (milk, man, nurse, net)</p> <p>-Grammar: preposition for</p> <p>-sight words: want, out</p> <p>-Song: five little monkeys</p> <p>-Story: free choice</p> <p>-Emergent Writing: linked to the grammar topic (look for my pen)</p> <p>-Creative Writing: free choice</p> <p>-word Building: look, book</p>
6	Global goal No poverty	<p>- letter Oo/Pp (Orange, oil, octopus, ostrich, olive, otter, Paint, pan, puppy, pizza, panda, policeman)</p> <p>-Grammar: Vowels- a-e-i-o-u</p> <p>-sight words: good, that, very</p> <p>-Song: The alphabet song</p> <p>-Story: Handa's surprise</p>

		<p>-Emergent Writing: linked to the grammar topic (An apple/ a tree)</p> <p>-Creative Writing: reflection on the story</p> <p>-word Building: revise words with am, at</p>
6	<p>Global goal No poverty</p>	<p>- letter Qq (Queen, quail, quiet, question, quack, quilt)</p> <p>-Grammar: Vowels- a-e-i-o-u</p> <p>-sight words: give there</p> <p>-Song: The Q song</p> <p>-Story: Where ever we are</p> <p>-Emergent Writing: linked to the grammar topic Creative Writing: reflection on the story -word Building: revise words with an, ap</p>
6	<p>Global goal No poverty</p>	<p>letter Rr (Rat, ring, rocket, rainbow, robot, rope, rabbit, rug, rose)</p> <p>-Grammar: blend cl, fl, bl</p> <p>-sight words: little , that</p> <p>-Song: Row your boat</p> <p>-Story: The smartest gaint</p> <p>-Emergent Writing: linked to the grammar topic Creative Writing: reflection on the story -word Building: revise words with ab, en</p>
6	<p>Global goal No poverty Reflection week</p>	<p>letter Ss (Sun, soap, seal, spider, spoon, socks)</p> <p>-Grammar: blend gl, pl, sl</p> <p>-sight words: soon, went</p> <p>-Song: oh Mr sun</p> <p>-Story: Free choice</p> <p>-Emergent Writing: linked to the grammar topic Creative Writing: reflection on the story -word Building: revise words with op,ip</p>

7	Theme according to students' interest	<p>letter Tt/Uu (Tiger, teeth, tomato, tent, table, turtle/ Under, umbrella, up, underwear, umpire)</p> <p>Grammar: blends br,cr,dr</p> <p>-sight words: away, her, our</p> <p>-Song: I am a little tea pot</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: cry, drive, break</p>
7	Theme according to students' interest	<p>letter Vv (Violin, vegetable, vase, van, vest, vacuum)</p> <p>Grammar: compound nouns</p> <p>-sight words: take, ate</p> <p>-Song: letter v song</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic(look at the butterfly)</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: words with ch, sh (shine, chain)</p>
	Theme according to students' interest	<p>letter : revision</p> <p>Grammar: compound nouns</p> <p>-sight words: revision</p> <p>-Song: free choice</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: revision</p>

8	Theme according to students' interest	<p>Letter Ww (whale, wax, walrus, wagon)</p> <p>Grammar: revise compound nouns</p> <p>-sight words: who, over</p> <p>-Song: free choice</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: blend letters to make words</p>
8	Theme according to students' interest	<p>Letter Xx (ox, fox, x ray)</p> <p>Grammar:</p> <p>-Song: free choice singular and plural</p> <p>-sight words: one, walk</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: blend letters to make words</p>
8	Theme according to students' interest	<p>Letter Yy (yoyo, yolk, yak)</p> <p>Grammar: sentence structure/ punctuation</p> <p>-sight words: revision</p> <p>-Song: free choice</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: blend letters to make words</p>
8	Theme according to students' interest	<p>Letter Zz (zigzag, zero, zipper)</p> <p>Grammar: sentence structure/ punctuation</p> <p>-sight words: revision</p> <p>-Song: free choice</p> <p>-Story: according to the theme</p> <p>-Emergent Writing: linked to the grammar topic</p> <p>-Creative Writing: Reflection on the story</p> <p>-word Building: blend letters to make words</p>
9	Getting ready for graduation	Revise all the taught topics

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IV.

GRADING:

Grading Policy/ Assessment Tools:

- Rubric using : below level, on level, above level
- Screening test, or pre assessment , formative , and summative
- Class discussion
- Daily observation
- Monthly checklists
- Self evaluation
- MAP
- Profiles
- Show and tell
- End of term reports
- Reflection
- Assemblies
- Phone application SeeSaw
- The Reading Log

Grade Rubrics: *KG does not follow a grade distribution but rather evaluation rubrics without assigning any weight for any of the criteria*

<u>Assessment</u>	<u>Rubrics & evaluation</u>
Pre assessment: Skills and knowledge	- Teachers follow a rubric that has three categories: Below Level: student did not achieve the taught skill On Level: Student achieved the taught skill with no help
Summative	
Formative	



Ongoing	Above Level: students achieve more than required.

Cross-Curricular Project(s):

- Soqia : is an integrated project that conducted on weekly basis where teachers implement math and social objectives to reach to the goal wanted
- Giving Gala: is a charity based project that conducted once per year, where teachers and students contribute in helping the community around.
- Reading buddies: Students from the middle and high school come to the kg section to help the learners strengthen their literacy skills (vertical integration)
- Parents’ Assembly: Parents visit twice a semester and they choose any topic (scientific, social,..) to enhance the students’ speaking skills