

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, K5

The 2023 Indiana Academic Standards Kindergarten English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using/following the materials, texts, and Scope & Sequences from Abeka and the Hammond Baptist Schools Curriculum. The teachers *do* follow the given Scope & Sequences from Abeka and Hammond Baptist! The materials used are coded per Bibliography at end.

KINDERGARTEN ENGLISH/LANGUAGE ARTS

“Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an ‘E.’ The learning outcome statement for each domain immediately precedes each set of standards.”

READING FOUNDATIONS	
Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.	
PRINT CONCEPTS	
K.RF.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	T4: <i>I</i> p. 8-9; continues through the year
K.RF.2 Recognize that written words are made up of sequences of letters	T4: <i>I</i> p. 31 & <i>D</i> 32, 33+ T2: <i>D</i> p. 48, 51, 54+ T1: <i>D</i> p. 108, 114, 120+
K.RF.3 Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	T4: <i>I</i> p. 5; <i>D</i> p. 8, 14, 17, 20+ From the 1 st day of school through November-December— <i>M</i> & <i>R</i> —we sing the ABC’s and sounds each day.
PHONOLOGICAL AWARENESS	
K.RF.4 Identify and produce rhyming words	T2: <i>I</i> pp. 3, 12, 33, <i>D</i> 42+ T1: <i>D</i> pp. 49, 102+
K.RF.5 Orally pronounce, blend, and segment words into syllables. (E)	T2: <i>I</i> pp. 43, 49, 52; <i>D</i> p. 55+ T1: <i>D</i> pp. 67, 74, 83, 90+ S3: <i>I</i> pp. 1-100; <i>D</i> pp. 2+ through year, beginning in November
K.RF.6 Identify and produce the beginning middle (medial), and final sounds in three and four phoneme words. (E)	T2: <i>I</i> pp. 3, 12, <i>D</i> 49, 51+ (in December) S3: <i>I</i> pp. 1-100; <i>D</i> pp. 2+ through year, beginning in November
DECODING	
K.RF.7 Use letter-sound knowledge to decode the sound of each consonant. (E)	T1: <i>I</i> p. 76; <i>D</i> pp. 93, 122, 124+ Beginning in September S3: <i>I</i> pp. 1-100; <i>D</i> pp. 2+ through year, beginning in November
K.RF.8 Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	T1: <i>I</i> p. 320; <i>D</i> 327, 328, 331+ T2: <i>I</i> p. 43, 46; <i>D</i> 49+ S3: <i>I</i> pp. 1-100; <i>D</i> pp. 2+ through year, beginning in November
K.RF.9 Orally read decodable text with appropriate accuracy and automaticity.	T1: <i>I</i> p. 292; <i>D</i> pp. 295, 298+ We begin reading circles in December and continue to the end of the year.

READING COMPREHENSION

Learning Outcome: Students comprehend grade-level text including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	<i>I & D</i> : The students answer questions about key details and main topics in Bible stories from the previous lessons as well as books we read out loud for story time.
K.RC.2	With support, retell familiar stories, poems and nursery rhymes, including key details. (E)	<i>I & D</i> beginning in October: The students periodically retell parts of the Bible stories before we continue the story. T2: <i>I</i> p. 29; <i>D</i> pp. 32, 35, 38+
K.RC.3	Identify important elements within a text (E) (e.g., characters, settings or events).	T1: <i>I</i> p. 196 in October; <i>D</i> pp. 206, 403, 406, 415+ (from sentences read in class as well as stories during reading circles begun at least in December)
K.RC.4	With support, make predictions about what will happen in a text.	T1: <i>I</i> p. 403 in December; <i>D</i> pp. 406, 415+ during Bible stories and read-aloud books as well as reading-circle stories.
K.RC.5	With support, retell the main idea and key details of a text.	T1: <i>I</i> p. 196 in December; <i>D</i> pp. 206, 403, 406, 415+: From sentences read in class as well as stories during reading circles.
K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. (E)	Begun in September during weekly class time spent in the library and conducted by the librarian.
K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites through oral discussion. (E)	T1: <i>I</i> in September p. 127; <i>D</i> pp. 173, 355+

WRITING

Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	T4: <i>I</i> in September p. 8; <i>D</i> pp. 9-79+
K.W.2	Write by moving from left to right across the page and top to bottom.	T4: <i>I</i> in September p. 8; <i>D</i> pp. 9-79+
K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	<i>I & D</i> — During Bible and story time begun the first day of school, continuing all year.
K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	<i>I & D</i> —Using Bible story pictures to retell the Bible stories and illustrated nursery rhymes, the students put the pictures in order as well as retell the stories/rhymes beginning in September and continuing all year.

K.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; and d. Use available technology to produce and publish writing.	T4 <i>I & D</i> : Week 33: Students write an “All About Me” book (6 pages with illustrations).
K.W.6	With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	T4 <i>I & D</i> : We learn about a different animal each week. The students will help look through books to find pictures and will tell any personal experiences about the animal.
K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns—Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). b. Verbs—Using sentences that include verbs. c. Usage—Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).	We make sentences using the terminology “Who” and “did what” but have not specifically called the words a noun, pronoun, or verb. We do recognize the different kinds of sentences other than oral reading vocalization techniques for sentences ending in ? or . T1: <i>I</i> p. 228; <i>D</i> pp. 250, 256+.
K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization—Capitalizing the first word in a sentence and the pronoun I. b. Punctuation—recognizing and naming end punctuation. c. Encoding—spelling simple words phonetically, drawing on phonemic awareness.	S2 p. 97+ begun in January: Students practice penmanship by tracing and writing sentences with capital letters and correct punctuation.
COMMUNICATION and COLLABORATION Learning Outcome: Students actively listen and participate in discussions using details and answering questions.		
K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	.1 & 2. T1: <i>I</i> in September p. 212+: Each week we talk together about our animal of the week.
K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.	T4: <i>D</i> : We have small group discussions in reading circles starting in Week 14. Questions are asked and answered to guide thought.
K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)	This is done during stories read aloud almost daily starting in September and during reading circles starting in Week 14.
K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	<i>I & D</i> begun in September and continuing all year: We learn a character trait and Bible verse each week, usually in a song format. We learn nursery rhymes from T2 pp. 29, 32, 35, 38, 44, 50, 53, 56, & 59. We also have show-and-tell each week in which students participate.

K.CC.5 Follow simple two- or three-step directions.	I the first day of school: Classroom procedures and “etiquette” followed throughout the year. D November S2: pp. 196 & 200
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Notes made by the teachers after the collaboration:

KINDERGARTEN

1. *Phonics*: We have added a 5- to 10-minute phonemic awareness lesson. We average 4 lessons a week using the Heggerty Phonemic Awareness Curriculum.
2. *Writing*: Abeka writing at this level is strictly penmanship—tracing and writing the letters, blends, and some sentences. Therefore, we do change a week to write an “All About Me” book. We would like to add more narrative writing.
We are dealing with some children who have never held a pencil or crayon and are actually fearful of making a mark on paper.

KINDERGARTEN BIBLIOGRAPHY

Code: Teacher’s Books:

- T-1 *K5 Curriculum Daily Teaching Plans (Fifth Edition)*. Pensacola, FL: Pensacola Christian College, 2013.
T-2 Heggerty, Michael. *PHONEMIC AWARENESS: KINDERGARTEN*. Oak Park: Literacy, Resources, LLC., 2022.
T-3 *Manuscript Writing K5Curriculum*. Pensacola, FL: Pensacola Christian College, 2014.
T-4 *CRITTERS OF CREATION: KINDERGARTEN*. Hammond: Hammond Baptist Schools Curriculum, 1999.

Code: Student Books:

- S-1 Knowles, Becky, and Johnson, Thelma. *LETTERS AND SOUNDS K5*. Pensacola: Pensacola Christian College, 2014.
S-2 *Writing With Phonics*, Pensacola, FL: Pensacola Christian College, 2013.
S-3 *SPEEDY READER*. Hammond: Hammond Baptist Schools Curriculum, 1999.

Examples of books we read aloud in class

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| Bourgeois, Paulette | <i>Franklin Goes to School</i>
<i>Franklin in the Dark</i>
<i>Finders Keepers for Franklin</i>
<i>Franklin’s Bad Day</i> |
| Carruth, Jane | <i>First Day at School</i>
<i>Making New Friends</i>
<i>Chippy’s Favorite Toys</i> |
| Davoll, Barbara | <i>A Load of Trouble</i>
<i>A Sticky Mystery</i>
<i>A Flood of Friends</i> |
| Elting, Mary | <i>How the Animals Get to the Zoo</i> |
| Flack, Marjorie | <i>The Story About Ping</i> |
| Freeman, Don | <i>Corduroy</i>
<i>A Pocket for Corduroy</i>
<i>Norman the Doorman</i> |
| Friskey, Margaret | <i>Mystery of the Gate Sign</i>
<i>Rackety that Very Special Rabbit</i> |
| Gramatky, Hardie | <i>Little Toot</i>
<i>Little Toot on the Mississippi</i> |
| Wilhelm, Hans | <i>Don’t Give Up, Josephine</i>
<i>Friends are Forever</i>
<i>Never Lonely Again</i>
<i>A New Home, A New Friend</i>
<i>Totally Bored Boris</i>
<i>I Wouldn’t Tell a Lie</i> |