

ELA: Reading & Writing Curriculum

Kindergarten Reading & Writing Curriculum Map

Module 1 Overview: Studying the five senses lays an early foundation for the study of science. Full of rhyme, rhythm, and color, this module introduces children to the joy and rigor of text-based, content-rich learning. Students become aware of how writers and artists leverage these tools to communicate experience. They understand how readers use senses to process information and learn. Students gain transferrable knowledge of how a text's words and illustrations work together to provide a rich sensory experience. The module begins with Margaret Miller's *My Five Senses*, which uses engaging, relatable photographs of children to introduce the five senses and their connection to emotion. To support the work of the first text, students consider Pablo Picasso's blue-period painting *Le Gourmet*, exploring the senses they use to appreciate and understand a painting. They also examine the senses the subject of the painting uses. Next, students approach the patterned language in Alike's accessible *My Five Senses*, with a focus on the relationship between words and illustrations. Students examine the way these elements work together, like our senses, to provide awareness of the world around us. The class then explores *Last Stop on Market Street*, the narrative of a boy's journey through the city with his wise grandmother, who helps him appreciate the beauty of his surroundings.

Module 2 Overview: How do we know a good story when we read one? We have a clear sense of a different time or place, an insight into a character, or a rapt interest about what will happen next. We're often left with questions about how to conduct our own lives. There is nothing quite like the evasive feel of a good story, but what, concretely, do wonderful stories have in common? Furthermore, how do writers write them? In this module, students explore story structure through a group of texts united by an intriguing, classic theme for young readers: farm animals.

Module 3 Overview: A journey through changes in school, home life, transportation, and communication illuminate the scope and timeline of change in America. Students first focus on a narrative about home, *When I Was Young in the Mountains*. This informative story forms a bridge from the narratives studied in Module 2. Students consider how author Cynthia Rylant's Appalachian childhood warmly depicts details they likely recognize from their own experiences, such as love of cocoa and swimming, despite some probable key differences (snakes! outhouses!). Students then dig into a series of informative books with a shared structure, *Home Then and Now* and *School Then and Now*, to study these aspects of life in the past and present. Through text and photos they see how their grandparents and even parents had very different experiences with home and school from their own. The poignant side of change plays out in the fictional *The Little House*, where a personified house reacts to change in her neighborhood, for better and for worse. Students return to the *Then and Now* series to study transportation and communication. Students end by studying the original American powerhouse of ideas, Benjamin Franklin, in the insouciant and informative *Now & Ben: The Modern Inventions of Benjamin Franklin*.

Module 4 Overview: To build a deep well of world knowledge, students study the seven continents. They begin by considering the texts *Europe* and *Asia*, and the interesting things people can do in these places. In the next set of lessons, students consider another aspect of the world: the various geographical features around which cultures develop. Students learn about these natural features by focusing on two contrasting continents: Africa and Antarctica, and their corresponding texts. A passion for knowledge often develops into a passion for travel, and in the next series of lessons, students experience how elements of a story can help them imagine being in another place. The folktale *Why Mosquitoes Buzz in People's Ears* prompts students to explore how specifics of language and illustration can transport them to the sights and sounds of African animals. Students continue to learn about amazing animals in Australia and South America, and about aspects of South American customs and culture through another fictional folktale: *Moon Rope*, featuring Peruvian textiles as well as storytelling. In the last group of lessons, students lay groundwork for synthesizing information into an opinion through the study of *Introducing North America*. Throughout the module, the text *World Atlas* provides supplemental information on the continents and reinforces how readers collect various sorts of information from maps. Art studies (*Earth from Space*, *Carta Marina*) layered within the lessons provide alleyways into visual perspectives on the continents.

Unit Title	Timeframe	New Jersey Student Learning Standards
Module 1: The Five Senses	8 Weeks	L.RF.K.3.b, L.WF.K.3.c, L.WF.K.3.d, L.WF.K.3.f, L.WF.K.3.h, L.WF.K.3.i, L.WF.K.3.j, L.KL.K.1.c, L.KL.K.1.d, L.KL.K.1.e, L.VL.K.2.a, L.VL.K.2.b, L.VI.K.3.a, L.VI.K.3.c, L.VI.K.3.d, RL.CR.K.1, RI.CR.K.1, RL.CI.K.2, RI.CI.K.2, RL.IT.K.3, RI.IT.K.3, RL.TS.K.4, RI.TS.K.4, RL.PP.K.5, RI.PP.K.5, RL.MF.K.6, RI.MF.K.6, RI.AA.K.7, RI.CT.K.8, .IW.K.2.We, W.IW.K.2f, W.NW.K.3.a, W.NW.K.3.b, W.NW.K.3.c, W.SE.K.6,SL.PE.K.1.a, SL.PE.K.1.b,SL.II.K.2, SL.ES.K.3, SL.PI.K.4, SL.AS.K.6

Module 2: Once Upon A Farm	8 Weeks	L.RF.K.3.b, L.WF.K.3.c, L.WF.K.3.d, L.WF.K.3.f, L.WF.K.3.h, L.WF.K.3.j, L.KL.K.1.a, L.KL.K.1.b, L.KL.K.1.c, L.KL.K.1.d, L.KL.K.1.e, L.VL.K.2.a, L.VL.K.2.b, L.VI.K.3.a, L.VI.K.3.b, L.VI.K.3.c, L.VI.K.3.d, RL.CR.K.1, RI.CR.K.1, RL.CI.K.2, RI.CI.K.2, RL.IT.K.3, RI.IT.K.3, RL.TS.K.4, RI.TS.K.4, RL.PP.K.5, RL.MF.K.6, RI.MF.K.6, RI.CT.K.8, W.AW.K.1, W.IW.K.2.e, W.IW.K.2.f, W.NW.K.3.a, W.NW.K.3.b, W.NW.K.3.c, W.SE.K.6, SL.PE.K.1.a, SL.PE.K.1.b, SL.II.K.2, SL.PI.K.4, SL.AS.K.6
Module 3: America, Then and Now	8 Weeks	L.WF.K.3.c, L.WF.K.3.d, L.WF.K.3.f, L.WF.K.3.h, L.WF.K.3.j, L.KL.K.1.a, L.KL.K.1.b, L.KL.K.1.c, L.KL.K.1.e, L.VL.K.2.a, L.VL.K.2.b, L.VI.K.3.a, L.VI.K.3.b, L.VI.K.3.c, L.VI.K.3.d, RL.CR.K.1, RI.CR.K.1, RL.CI.K.2, RI.CI.K.2, RL.IT.K.3, RI.IT.K.3, RL.TS.K.4, RI.TS.K.4, RL.PP.K.5, RI.PP.K.5, RL.MF.K.6, RI.MF.K.6, RI.AA.K.7, RI.CT.K.8, W.AW.K.1, W.IW.K.2.e, W.IW.K.2.f, W.NW.K.3.a, W.NW.K.3.b, W.NW.K.3.c, W.WR.K.5, W.SE.K.6, SL.PE.K.1.a, SL.II.K.2, SL.ES.K.3, SL.UM.K.5
Module 4: The Continents	8 Weeks	L.WF.K.3.c, L.WF.K.3.d, L.WF.K.3.f, L.WF.K.3.h, L.WF.K.3.i, L.WF.K.3.j, L.KL.K.1.a, L.KL.K.1.c, L.KL.K.1.d, L.KL.K.1.e, L.VL.K.2.a, L.VL.K.2.b, L.VI.K.3.a, L.VI.K.3.b, L.VI.K.3.c, L.VI.K.3.d, RL.CR.K.1, RI.CR.K.1, RL.CI.K.2, RI.CI.K.2, RL.IT.K.3, RI.IT.K.3, RL.TS.K.4, RL.MF.K.6, RI.MF.K.6, RI.AA.K.7, RI.CT.K.8, W.AW.K.1, W.IW.K.2.e, W.IW.K.2.f, W.NW.K.3.a, W.NW.K.3.b, W.NW.K.3.c, W.WR.K.5, W.SE.K.6, SL.PE.K.1.a, SL.II.K.2, SL.ES.K.3, SL.PI.K.4, SL.AS.K.6