



## Archdiocese of Newark Catholic Schools

### Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the “agreed-upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- ◆ utilizing their own particular strengths and teaching style
- ◆ addressing the varying learning needs of their students
- ◆ determining the order in which the content and skills are presented within a marking period
- ◆ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

#### **English Language Arts**

Each of the curriculum maps for English Language Arts in kindergarten through 8<sup>th</sup> grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*

**Archdiocese of Newark Catholic Schools**  
**English Language Arts Curriculum Map for Kindergarten**

**READING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>RF.K.1d</b> Recognize and name all upper- and lowercase letters of the alphabet</p> <p><b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p><b>RF.K.3b</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>RF.K.1d</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>RF.K.2</b> All students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).            a) Recognize and produce rhyming words.            b) Count, pronounce, blend, and segment syllables in spoken words.            c) Blend and segment onsets and rimes of single-syllable spoken words. (Rimes are part of a word that contains the vowel and all that follows, such as the <i>ite</i> ending. Bite and kite contain the rime “ite”. Bite and light rhyme.)</p>	<p><b>Print Awareness</b> RF.K.1d</p> <p><b>Alphabet Awareness</b> RF.K.1d</p> <p><b>Letter-Sound Recognition</b> RF.K.3a, RF.K.3b, RF.K.1d</p> <p><b>Sounds: Initial, Middle &amp; Final</b> RF.K.2</p>	<p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>Differentiate between uppercase and lowercase letters.</li> </ul> <p><b>Alphabet Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize the correct order of letters in the alphabet.</li> </ul> <p><b>Letter-Sound Recognition</b></p> <ul style="list-style-type: none"> <li>Identify consonant sounds.</li> <li>Identify long and short vowel sounds.</li> <li>Articulate blends and digraphs.</li> <li>Integrate blends and digraphs within words.</li> </ul> <p><b>Sounds: Initial, Middle &amp; Final</b></p> <ul style="list-style-type: none"> <li>Identify and create word families.</li> <li>Blend and recognize CVC/CVCC/CVCE words.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Teacher Observation            Anecdotal Notes              ○ Guided Reading              ○ Small Group Instruction              ○ Running Records              ○ Conferencing</p> <p>Class Discussion            Fluency Assessments            Reading Logs            Book Reports            Graphic Organizers            Journals            Portfolios            Computer-based Assessments            Benchmark Assessments            Tests &amp; Quizzes</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community            Compassion            Faith in God            Forgiveness            Hope            Justice            Love            Peace            Respect for Life            Service            Simplicity            Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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<p>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words</p> <p>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>RF.K.3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>RF.K.1c</b> Understand that words are separated by spaces in print.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RL.K.6 &amp; RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>Rhyming</b> RF.K.2a</p> <p><b>Syllables</b> RF.K.2b</p> <p><b>High Frequency Words</b> RF.K.3c</p> <p><b>Print Concepts</b> RF.K.1a, RF.K.1c, RI.K.5, RL.K.6, RI.K.6</p>	<p><b>Rhyming</b></p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words and word families.</li> </ul> <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>Count, pronounce, blend and segment syllables.</li> </ul> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>Recognize and utilize sight words.</li> <li>Identify sight words within a text.</li> <li>Spell sight words correctly.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Read left to right, top to bottom.</li> <li>Recognize sentence structure.</li> <li>Count words in sentences.</li> <li>Demonstrate proper book handling skills.</li> <li>Locate and identify parts of a book, such as: front cover, title</li> </ul>		<p>Practice letter sounds using faith related vocabulary. (Ex., A as in Amen, B as in Bible).</p> <p>Listen to, discuss, and illustrate Bible stories.</p> <p>Sequence events in Bible stories.</p> <p>Discuss cause and effect relationships in Bible stories.</p> <p>Read and illustrate stories about the saints and Catholic holydays.</p> <p>Read and discuss stories with themes such as:</p> <ul style="list-style-type: none"> <li>Family and friendship</li> <li>Service towards others</li> <li>Acceptance of differences</li> <li>Making good choices</li> <li>Making sacrifices</li> </ul> <p>Learn and identify faith related words.</p>

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<p><b>RL.K.1, RI.K.1</b>            With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RI.K.2</b>            With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RL.K.3</b>            With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RI.K.3</b>            With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.4</b>            With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.8</b>            With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Comprehension</b>            RL.K.1, RI.K.1, RL.K.2, RI.K.2, RL.K.3, RI.K.3, RI.K.4, RI.K.8, RL.K.10, RI.K.10</p>	<p>page, back cover.</p> <ul style="list-style-type: none"> <li>• Identify the title, author, and illustrator of a book.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Retell a story using details from the story, appropriate vocabulary and correct sequence.</li> <li>• Identify and describe story elements: characters, setting and plot.</li> <li>• Identify the main idea and key details of a text.</li> <li>• Identify the lesson/moral of a story.</li> <li>• Identify the beginning, middle, and end of a story.</li> <li>• Visualize details of a story.</li> <li>• Make predictions based on events and information presented in the text and prior knowledge.</li> </ul>		

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<p><b>RL.K.10 &amp; RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RL.K.7 &amp; RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text or story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p><b>Using Illustrations</b> RL.K.7, RI.K.7</p>	<ul style="list-style-type: none"> <li>• Make inferences based on clues in the story.</li> <li>• Use information presented in a text to draw conclusions.</li> <li>• Make meaningful connections (text-to-text, text-to-self, and text-to-world).</li> <li>• Describe one’s favorite part of a story.</li> <li>• Identify cause and effect relationships within a story.</li> <li>• Use context clues to determine the meaning of unknown words in a text.</li> </ul> <p><b>Using Illustrations</b></p> <ul style="list-style-type: none"> <li>• Use the illustrations in a story or text to aid comprehension.</li> <li>• Tell what part of a story or information in a text is represented in a picture or illustration.</li> </ul>		

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<p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p><b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.10 &amp; RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>Making Comparisons</b> RL.K.9, RI.K.9</p> <p><b>Genres</b> RL.K.5, RL.K.10, RI.K.10</p> <p><b>Fiction/Non-fiction</b> RL.K.5, RL.K.10, RI.K.10</p> <p><b>Fluency</b> RF.K.4</p>	<p><b>Making Comparisons</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast story elements within and between texts (characters, settings, and actions/events).</li> </ul> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>• Recognize major genres of children’s literature.</li> <li>• Identify characteristics of major genres.</li> </ul> <p><b>Fiction/Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Define fiction and non-fiction.</li> <li>• Recognize non-fiction text features.</li> <li>• Use illustrations to distinguish fiction from non-fiction.</li> <li>• Compare and contrast fantasy and realistic texts.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read with inflection and purpose to understand.</li> </ul>		







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<p><b>W.K.1</b> 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., <i>My favorite book is . . .</i>).</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>Drawing</b> W.K.1</p> <p><b>Writing Process</b> W.K.5, W.K.6</p> <p><b>Types of Writing</b> W.K.1, W.K.6,W.K.7</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw a detailed picture to convey ideas.</li> <li>• Label pictures.</li> <li>• Create a picture to match text.</li> </ul> <p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Utilize a process for writing that includes: <ul style="list-style-type: none"> <li>○ Generating ideas</li> <li>○ Composing a first draft</li> <li>○ Reviewing and making revisions</li> <li>○ Editing</li> <li>○ Sharing finished product</li> </ul> </li> </ul> <p><b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Utilize various methods to produce writing, such as: <ul style="list-style-type: none"> <li>○ Interactive Writing</li> <li>○ Shared Writing</li> <li>○ Independent Writing</li> <li>○ Modeled Writing</li> </ul> </li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Journal &amp; Notebook Writing</p> <ul style="list-style-type: none"> <li>○ Writer’s Workshop</li> <li>○ Writing Prompts</li> <li>○ Word Work (sight words, spelling, vocabulary)</li> </ul> <p>Captioning</p> <p>Portfolios</p> <p>Writing Assignments</p> <p>Written Responses</p> <p>Conferencing</p> <p>Group Projects</p> <p>Individual Projects</p> <p>Rubrics</p> <p>Classwork</p> <p>Worksheets</p> <p>Homework</p> <p>Presentations</p> <p>Tests/Quizzes</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community</p> <p>Compassion</p> <p>Faith in God</p> <p>Forgiveness</p> <p>Hope</p> <p>Justice</p> <p>Love</p> <p>Peace</p> <p>Respect for Life</p> <p>Service</p> <p>Simplicity</p> <p>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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**WRITING**

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<p><b>L.K.1</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>W.K.3</b>            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.</p> <p><b>W.K.1</b>            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., <i>My favorite book is . . .</i>).</p> <p><b>W.K.2</b>            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.</p>	<p><b>Sentence Structure</b>            L.K.1, L.K.2</p> <p><b>Story Sequence</b>            W.K.3</p> <p><b>Genres</b>            W.K.1, W.K.2, W.K.3</p>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Write a sentence using spaces, punctuation and capitalization.</li> <li>• Use invented spelling &amp; spell words phonetically.</li> </ul> <p><b>Story Sequence</b></p> <ul style="list-style-type: none"> <li>• Identify, draw, or write a story with a beginning, middle, and end.</li> </ul> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>• Write across multiple genres, such as: narrative, opinion, and informative.</li> </ul>		<p>Write about or draw pictures to show a special faith event or occasion.</p> <p>Write a letter to God.</p> <p>Write prayers for special days and/or events.</p> <p>Write sentences about God or a faith figure.</p>

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**SPEAKING & LISTENING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.2</b> 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.</p>	<p><b>Conversations and Discussions</b> SL.K.1a &amp; b, SL.K.3</p> <p><b>Listening Comprehension</b> SL.K.2</p>	<p><b>Conversations and Discussions</b></p> <ul style="list-style-type: none"> <li>• Follow agreed upon rules for group discussions.</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Take turns speaking.</li> <li>• Listen to the speaker.</li> <li>• Speak audibly.</li> <li>• Convey emotion through facial expressions, actions, and gestures.</li> <li>• Ask and answer questions.</li> </ul> <p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen to the speaker.</li> <li>• Respond to information presented orally (make predictions, draw conclusions, compare &amp; contrast).</li> <li>• Ask and answer questions about a text read aloud or information</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Oral Presentations</p> <p>Class Participation</p> <p>Read-alouds</p> <p>Response to Oral Presentations</p> <p>Summary of Oral presentations</p> <p>Group Discussions</p> <p>Plays and Skits</p> <p>Show and Tell</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community</p> <p>Compassion</p> <p>Faith in God</p> <p>Forgiveness</p> <p>Hope</p> <p>Justice</p> <p>Love</p> <p>Peace</p> <p>Respect for Life</p> <p>Service</p> <p>Simplicity</p> <p>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Presentations and Public Speaking</b> SL.K.4, SL.K.6</p>	<p>presented orally.</p> <ul style="list-style-type: none"> <li>• Raise hand and wait patiently to be called on.</li> <li>• Present a response or comment that correlates to the topic.</li> </ul> <p><b>Presentations and Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak audibly.</li> <li>• Express ideas clearly.</li> <li>• Provide information about people, places, things and events.</li> <li>• Convey emotion through facial expressions, actions, and gestures.</li> <li>• Use visual or digital aids to help present information or ideas.</li> <li>• Present thoughts in a logical sequence.</li> <li>• Use the correct pronouns when speaking. (i.e., gender).</li> <li>• Speak in complete sentences.</li> </ul>		<p>Role-play Bible stories.</p> <p>Act out skits showing children making good choices.</p> <p>Tell the class about something they have that is a reminder of their Baptism.</p> <p>Memorize and recite prayers.</p> <p>Practice Mass responses.</p> <p>Listen to Bible stories read aloud and re-tell the story in one’s own words.</p>

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**HANDWRITING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>WLP.K.1</b>  Identify and print letters and numerals with assistance on grade-level appropriate lined paper.</p> <ol style="list-style-type: none"> <li>a) Identify and create basic manuscript lines (vertical, horizontal, circle, slant).</li> <li>b) Form lines and letters following the organization of print (left to right, top to bottom).</li> <li>c) Identify and print with assistance most uppercase and lowercase letters.</li> <li>d) Identify and print numerals 0 through 9 with assistance.</li> <li>e) Begin short letters at the midpoint dotted line and end them on the lower line/baseline.</li> <li>f) Begin tall letters at the top line and end them on the lower line/baseline.</li> </ol> <p><b>WLP.K.2</b></p>	<p><b>Writing Posture</b></p> <p><b>Proper Handwriting Strokes</b>  WLP.K.1a-f</p>	<p><b>Writing Posture</b></p> <ul style="list-style-type: none"> <li>• Sit with feet flat on the floor and back straight.</li> <li>• Maintain effective pencil grip.</li> <li>• Hold paper in the correct position for writing.</li> </ul> <p><b>Proper Handwriting Strokes</b></p> <ul style="list-style-type: none"> <li>• Identify and create basic manuscript lines (vertical, horizontal, circle, slant).</li> <li>• Form lines and letters following the organization of print (left to right, top to bottom).</li> <li>• Identify and print all uppercase and lowercase letters.</li> <li>• Identify and print numerals 0 through 9.</li> <li>• Begin short letters at the midpoint dotted line and end them on</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Daily Written Work  Writing Samples  Timed Writing Tasks  Worksheets  Homework  Teacher Observation</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community  Compassion  Faith in God  Forgiveness  Hope  Justice  Love  Peace  Respect for Life  Service  Simplicity  Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

