

SEEL Kindergarten Curriculum

CURRICULUM ELEMENT	BLOCK 1 (Sept-Oct)	BLOCK 2 (Nov-Dec)	BLOCK 3 (Jan-Feb)	BLOCK 4 (Mar)	BLOCK 5 (Apr-May)		
LITERACY TARGETS							
LETTERS	<i>Mm, Bb, Tt, Ss, Ff, Short Aa</i>	<i>Rr, Dd, Nn, Cc, Pp, Short Ii</i>	<i>Kk, Gg, Ww, Hh, Sh, Short Oo</i>	<i>Ll, Jj, Xx, Ch, Short Ee</i>	<i>Vv, Zz, Qq, Yy, Short Uu</i>		
WORD ENDINGS	<i>-at, -ad, -ag, -ab, -an, -am, -ap, -ack</i>	<i>-ip, -it, -id, -in, -im, -ig, -ick, -ish, -ing</i>	<i>-ob, -op, -og, -ot, -ock</i>	<i>-et, -en, -ed</i>	<i>-ub, -ug, -ut, -un, -um, -up, -uck</i>		
SIGHT WORDS	<i>am, at, an, a, see, I, no, can, the, is</i>	<i>in, it, his, him, will, did, my, she, with, thing</i>	<i>not, on, me, do, have, said, come, you, he, me, there, was</i>	<i>go, to, yes, we, get, put, and, like, had, let</i>	<i>but, us, up, here</i>		
CURRICULUM							
LETTER KNOWLEDGE	LETTER NAMES	Names letters of the alphabet in unison with high levels of support .	Names letters of the alphabet in sequence with some support .	Names letters of the alphabet out of sequence with minimal support .	Names letters of the alphabet with no support .	Names and writes all previously learned targeted letters effortlessly, automatically .	
		Recognizes letters in his/her own name.	Names and writes previously targeted letters.				
		Matches upper and lower case letters.			Writes first and last name with all letters in correct order.		
		Names and writes targeted letters (see above).					
	LETTER SOUNDS	Finds letters that go with sounds.					
		Produces the correct sound when shown a letter.					
		Produces the correct letter when hearing the sound.			Produces the short sound of vowels in a chant or routine.		
PHONOLOGICAL AWARENESS	ALLITERATION	Repeats alliteration phrases. Sorts objects and pictures by same initial sound with high levels of support .	Repeats and plays with alliteration phrases. Sorts objects and pictures by same initial sound with some support .	Using the same initial sound change children's names. (e.g., change Ann to Tann, Emma to Temma, Mark to Tark.) Sorts objects and pictures by same initial sound with minimal support .		Plays with phrases and 'tongue twisters' based on initial sounds. Sorts objects and pictures by same initial sound with no support .	
		SOUND IDENTIFICATION		States the first sound heard in a series of words. (e.g., potato, pizza, pretzels, pop)	States the final sound heard in words.	States the final sound heard in words that end with a target sound. Target key previously taught sounds. (e.g., ck, sh)	
	States the rime ending heard in targeted word family words.			States the medial vowel heard in target words.			
	States the initial sound heard in words that begin with a target sound.						
	Sorts objects and pictures by same initial sound with only a few distracters included.			Sorts objects and pictures by same final sound.	Sorts objects and pictures by same medial sound.		
Finds a word that ends in a particular sound.							

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				Isolates and says the first or last sound in a word.			
	SOUND BLENDING AND SEGMENTING	Using targeted word endings: Blends onset and rime to make CVC words. (example: b-at = bat for Block 1 and r-ip = rip for Block 2)		Using targeted word endings: Blends individual phonemes into CVC words.			
		Segments CVC words into onset and rime by saying the initial consonant and rime ending. (Example: bat = b-at Block 1 and rip = r-ip for Block 2)		Segments phonemes in CVC words by saying the individual sounds. (Cut = c - u - t)			
		Stretches out the vowels in CVC words. (Cut = c – uuuuu – t.)					
					Taps out phonemes in short vowel words (taps out each sound in a blend and taps only once for a digraph).		
PHONICS	DECODE WORDS	In isolation, reads initial consonant then rime ending with support and blends them together to make targeted short vowel words.		In isolation, reads targeted short vowel words by sounding out individual phonemes with support.		In isolation, reads previously introduced short vowel words without support.	
		With high support, reads targeted short vowel words incorporated in controlled or repetitive texts.		With medium support, reads controlled, repetitive texts with a majority of short vowel words.		With low support, reads controlled, repetitive texts with a majority of short vowel words.	
	RECOGNIZE SIGHT WORDS	Reads targeted high frequency sight words in context; recognizes sight words from a word wall (see above).					
	WORD ANALYSIS	Writes individual letters to represent targeted sounds (see above).					
				Writes CVC words from dictation with the word segmented into onset and rime (C-VC) and with rime endings available to copy (e.g. on a word wall).	Writes CVC words with sound- by-sound support (including digraphs as two letters with one sound).	Writes CVC words from dictation with repeating the targeted word.	Writes CVC words from dictation.
		Fills in target short vowel CVC words in story frames with letter support.		Recognizes ending sounds in CVC words and identifies the short vowel. Spells sight words.	Recognizes that all words have a vowel.	Names the vowel in CVC words and isolates its sound.	
		Sorts words according to the initial sound and identifies the letter's name.		Sorts CVC words according to short vowel sound and identifies the vowel's name.		Identifies a non word by whether or not it has a vowel.	
		Segments CVC with onset and rime and then into individual phonemes.		Segments and counts individual sounds in CVC words and maps the sound to letter(s).		Segments and counts individual sounds in CVC, CVCC, CCVC words and maps the sound to letter(s).	
					Selects needed sight words from a word wall during writing.		Selects individual letters (e.g., from a letter tray) to make short vowel CVC words with sound by sound support.

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ORAL LANGUAGE	Relates concrete, immediately occurring events (e.g., comments on what is happening).	Relates events shortly after they occurred.	Relates past shared experiences with question support.	Relates past events with question prompts; tells personal stories.	Explains purpose and results of opinion polls and class surveys.
	Talks about self (e.g., family, pets).	Talks about similarities and differences in objects and actions, events in stories with some picture support .	Talks about main events in stories without picture support .	Talks about internal states (e.g., feelings, rules, beliefs) events that could happen vs. those that are pretend.	
	Explains function of print props (e.g., lists, instructions).	Uses language to ask questions (request information).	Uses language to plan and negotiate roles, settings in story enactments.	Uses language to direct events during a story enactment, give instructions for making a class project.	
	Engages in conversations about immediate events.		Engages in conversations about recent events and what is real vs. what is pretend.		
	Responds appropriately when asked to give a comment or ask questions.				
	Makes comments.	Asks questions with support (picks a question) with suggestions.	Asks questions when given a model.	Differentiates between comments and questions.	
WRITING	Dictates relevant facts and details that relate to a story or text's topic for an adult to transcribe (knows when what was written is correct).	Dictates information about pictures drawn (slows the telling to give the scribe time to write). Generates ideas for writing using pictures. Generates ideas for writing for various purposes (e.g., songs, poems, stories, menus, signs) using pictures and signal words.	Generates own stories and writings about shared experiences relying on letter/sound knowledge and supports such as word banks, dictionaries, and planning sheets; shares writing with others.	Edits writing with the help of an adult (e.g., looks for conventions of print), shares writing with peers and other audiences.	
	Co-constructs original stories based on simple, real or contrived experiences (e.g., running out of snacks and needing to borrow from another teacher or divide) with high support (questions, options, teacher adding large parts of the story).	Co-constructs stories based on a story grammar framework after a model story with high support. Co-constructs original stories based after a simple narrative told but with changes in the story grammar elements (i.e., initiating event); a story starter (beginning), Co-constructs stories based on an arranged experience and when given questions/prompts.	Co-constructs original stories based on simple, real or contrived experiences (e.g., running out of snacks and needing to borrow from another teacher or divide) with high support (questions, options, teacher adding large parts of the story).	Co-constructs stories based on a story grammar framework after a model story with high support. Co-constructs original stories based after a simple narrative told but with changes in the story grammar elements (i.e., initiating event); a story starter (beginning), Co-constructs stories based on an arranged experience and when given questions/prompts including options for character's goals, attempts and consequences.	
		Engages in invented spelling. Begins to use print conventions.			

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COMPREHENSION	Contributes to retelling of <i>simple narratives after a dramatic telling and with questions about the plot</i> (i.e., problem, characters' goals, attempts, and resolutions) with question and sentence completion prompts and the teacher filling in the information when necessary.		Retells <i>simple narrative after a dramatic telling with prompts about the plot</i> (i.e., problem, characters' goals, attempts, and resolutions).		Retells <i>narratives after a dramatic telling with minimal prompts</i> , including most plot elements.	
	Retells highly predictable and repetitive stories with prompts.			Retells highly predictable and repetitive stories without prompts.		
	Recreates story events and engages in conversations between story characters by taking on character roles and voices during a story enactment with direction and narration provided by an adult.			Recreates story events by taking on character roles and voices and assuming some responsibility for directing actions during a story enactment.		
	When given 'because' and 'so' as prompts in a retell, students are able to fill in the appropriate cause-effect elements.			When asked 'why' questions about character's actions, students are able to use 'because' to signal the cause-effect elements.		
	Relates important events in texts to background knowledge, experiences and feelings.			Relates events in stories to other life situations with support (e.g., "What would you do if you were the character?").		
	Answers questions about characters' feelings stated in the story.		States how characters may feel based on story events.		Predicts what characters' will do in a particular situation based on their feelings and goals.	
	Expository texts.		Understand fact versus fiction, fantasy versus reality.			
	Answers questions about concrete facts and sequence of events.		Answers questions about story elements after a story is told dramatically ; states why things happened and why characters felt certain ways.		Answers questions about causal relationships (how goal or plan relate to attempt, about how character's feelings relate to goals and plans).	
	Makes predictions about what will happen next in texts pertaining to relevant experiences.			Makes predictions about what may happen next based on characters' thoughts and feelings when a teacher calls attention to important information needed to make the prediction.		
	Fills in relevant information not stated in the text based on pictures in the story.			Fills in relevant information not stated in the text based on pictures and events described in the story.		
VOCABULARY	Explains or gives examples of key words used in targeted literacy activities.		Explains or gives examples of key words <i>from short vowel word families</i> and words targeted to teach initial sound identification.			
	Appropriately uses or explains the meaning of words for important, relevant ideas in targeted books.	Gives synonyms for mad (angry), happy (glad, cheerful), afraid (scared, worried).			Identifies the root word and talks about meaning changes with the addition of word endings (e.g., jump vs. jumped, cat vs. cats, run vs. running).	

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	Identifies objects that exemplify attribute words (e.g., same, different, belongs to). Sorts objects according to attributes (e.g., heavy, light, hard soft).	Identifies objects that reflect different attributes (e.g., adverbs/adjectives); and the words alike, similar; spatial words for beginning and end, first, next, beside, bottom, side.	Identifies or gives examples of the words before, after, numbers to 10, pair same as, shape, sounds alike, does not belong, sort, last, above, next and spatial before/after.	Identifies or demonstrates meaning of temporal words for before/after; first/last; next; words for print (word vs. letter, number vs. letter).	Identifies or gives examples of the meaning of long word vs. short word; word vs. sentence.
	Tells why people in story and real life situations feel the primary emotions (e.g., happy, sad, afraid, mad, surprised, and disgusted).		Tells what makes people feel disappointed, confused (puzzled), excited, fearful, (nervous), lonely; talks about gradients of emotion (e.g., annoyed means a little angry while furious means really angry).	Tells what makes people feel guilty (sorry for, ashamed, embarrassed), hurt (left out, teased).	Tells when people might feel grateful (thankful), bored, curious, confident, greedy, selfish, jealous, shy, and proud; identifies deception in stories (e.g., when a character is pretending to be someone else).
	Explains multiple meaning words (homonyms) encountered in activities (e.g., words that function as both nouns and verbs).	Contrast objects and actions with different attributes.			
PRINT AWARENESS	Identifies where to start reading and where words are on a page.	Differentiates letters and numbers and letters and words. Points out words in text.	Identifies the first and last letter of a word. Differentiates long and short words.	Identifies order for reading, title on the title page, and where text begins and ends.	Identifies parts of a book (e.g., cover, author, title, title page) and where text begins and ends.
	Identifies when print is upside down and which page is read first.	Uses letters to communicate words by labeling objects with the sounds heard in the word.	Finds and states the role of capital letters at the beginning of a sentence; matches upper and lower case letters.	Differentiates words that change in meaning with one letter change (e.g., dip, sip).	Differentiates with reversed first and last letter (pot/top). Acts on a range of genre; states whether a text is a poem, story, or informational.
	Differentiates pictures and printed words. Points out the front vs. the back of the book (where the book starts and ends).	Helps write three and four word sentences, highlighting capitals at the beginning and for proper nouns and end marks.	Finds/highlights letters in printed words; points out words in texts.	Points out particular word endings (e.g., -ed) and sentences.	Reads words in context and Reads kindergarten level predictable, repetitive texts with minimal support.
	Identifies where to start reading and where the words are on the page (points to one vs. two words).	Differentiates first and last words of sentences.	Reads target words in class contexts and predictable, repetitive texts.	Finds letters in print and key words in texts.	
	Shows sequence by pointing to words in left to right and top to bottom order with support.	Acts on print props (e.g., signs, notices, labels, tickets); pretends to read and write in role play.	Identifies function of question mark in texts.	Identifies function of exclamation point in texts.	
	Dictates two and three word sentences and notices capitals at the beginning and punctuation at the end.				