

# Canton Public Schools

## Curriculum Overview

### Kindergarten

The 2023-24 Year at a Glance for Grade K helps to organize the units of study in each subject that our Kindergarten students will engage in throughout the year. Educators utilize the [MA Curriculum Frameworks](#) to design standards-aligned units of study for each subject. The units are rigorous, yet developmentally appropriate with learning experiences that allow students to achieve their personal best as they strive to meet and exceed grade level expectations.

In March 2021, the MA Department of Education released a position statement on the importance of play in our early childhood classrooms. At the Canton Public Schools, we embrace the vision that “play is child-directed and defined as opportunities for children to be intrinsically motivated to engage deeply in content through exploration, inquiry-based learning, and reflection.” We support the statement that “play becomes an instructional strategy to build content knowledge, language, and physical, social and emotional competencies.” Our Kindergarten team incorporates play daily and uses it as an instructional tool to engage our youngest learners.

Canton Public Schools 2023-2024: Kindergarten Curriculum Guide 7/24/23												
	September	October	November	December	January	February	March	April	May	June		
<b>Reading</b>	Interactive Read Alouds		Sharing Reading (6 sessions)	Super Powers: Reading with Phonics and Sight Word Power		Boosting Reader Power		Universal Launch Lessons for Readers' Workshop		Becoming Avid Readers		
<b>Phonemic Awareness</b> <small>Daily for 35 weeks</small>	Heggerty Weeks 1-4	Heggerty Weeks 5-8	Heggerty Weeks 9-11	Heggerty Weeks 12-15	Heggerty Weeks 16-19	Heggerty Weeks 20-22	Heggerty Weeks 23-26	Heggerty Weeks 27-30	Heggerty Weeks 31-35			
<b>Phonics UFLI</b>	UFLI Getting Ready Lessons		UFLI Alphabet Lessons 1-34			UFLI Alphabet Review and Longer Words Lessons 35-41		UFLI Digraphs Lessons 42-53		UFLI VCe Lessons 54-59		
<b>Writing</b>	CantonSeeds Pre-writing handwriting skills	CantonSeeds Handwriting skills and letter formation	Unit 1 Launching Writer's Workshop		Unit 2 Show and Tell		Unit 3 Writing for Readers		Unit 4 Persuasive Writing of All Kinds			
<b>Social Studies</b>	Building Community		Topic 1 Civics: Classroom Citizenship		Topic 3 History: Shared Traditions		Topic 2 Geography: Connections Among Places		Topic 4 Economics: Work and Commerce			
<b>Math</b>	Launch Routines Math Is... Unit 1	Counting and Cardinality Numbers to 5- Unit 2 Numbers to 10- Unit 3 Sort, Classify and Count Objects- Unit 4 <i>Benchmark Assessment</i>		Geometry 2 D Shapes Unit 5	Operations and Algebraic Thinking Understand Addition- Unit 6 Understand Subtraction- Unit 7 <i>Benchmark Assessment</i> Addition & Subtraction Strategies- Unit 8		Number and Operations in Base 10 Numbers 11-15- Unit 9 Numbers 16-19- Unit 10 <i>Benchmark Assessment</i>		Geometry 3D Shapes Unit 11	Counting and Cardinality Count to 100- Unit 12	Geometry Analyze, Compare & Compose Shapes- Unit 13	Measurement and Data Compare Measurable Attributes- Unit 14 <i>Reveal Summative</i>
<b>Science</b>	Launching Routines <i>Science &amp; Eng. Practices: What is a Scientist?</i>		Earth & Space Science: Do I Need My Jacket?		Physical Science: How Does It Move? What's the Matter?		Earth & Space Science: Everyday is Earth Day <i>Life Science: Presto-Changeo</i>		Physical Science: Keep it Cool			
<b>Universal Screener &amp; Grading</b>			CBM Reading and Math 10/23-11/3	Term ends 12/1	1/03-1/13 STAR Universal Screener CBM by 1/27		Term ends 3/12	4/4-4/24 Parent Teacher Conferences	5/6-5/17 STAR Universal Screener CBM by 5/31	Term ends 6/7		

The timelines shared in the chart are approximate, the timeframes listed are not intended to be unit deadlines. Teachers may adjust the length of a unit based on student learning needs. Some units may take longer if students need more time and instruction, while others may be shortened if students are ready to move forward with their learning sooner.

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#### **Literacy in Kindergarten**

Literacy instruction in Kindergarten is designed to develop important foundational skills that prepare students to be proficient readers and writers. At this level, students develop at different rates and enter school at different stages of readiness. Our curriculum is designed to provide learning opportunities in the five core areas: print concepts, phonological awareness, phonics and word recognition, fluency and comprehension.

Using the [MA English Language Arts and Literacy Framework](#) as our guide, educators draw from a variety of sources to design for instruction in phonemic awareness, phonics, reading and writing.

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#### **Foundational Skills**

##### **Phonological and Phonemic Awareness**

Students in Kindergarten engage in systematic and explicit instruction in phonological and phonemic awareness. In Canton, we use the Heggerty Phonemic Awareness Curriculum to support daily, short, auditory lessons to help students to hear, identify and manipulate sounds in words. Students learn important skills such as phoneme isolation, blending parts to whole, segmenting whole to parts, and phoneme manipulation as they learn to listen closely to hear the sounds in syllables and words.

##### **Phonics**

Phonics instruction helps students to connect their understanding of sounds of spoken language to the letters of written language. Since learning to read is not a natural process, teaching phonics skills is important to both the decoding of words when reading and the encoding of words when writing.

##### **CantonSeeds**

Students in Kindergarten and Grade 1 begin the year by engaging in materials curated from the “Appleseeds” curriculum from the Department of Elementary and Secondary Education, an evidence based foundational skills program.

We have adapted that curriculum for our needs in Canton and are calling it “CantonSeeds”. CantonSeeds pulls the skills of letter formation and letter/sound identification from the Appleseeds program, providing an opportunity to solidify important foundational skills.

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The **University of Florida Literacy Institute Foundations** curriculum is used as our core Phonics curriculum, with additional supplemental resources available for students who require additional explicit instruction in phonics or enrichment.

**UFLI Foundations** is an explicit and systematic program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Instruction in Kindergarten will focus on:

- Alphabet
- Short Vowels
- Digraphs
- Long vowels with silent e
- Reading longer words with -es, -ed, -ing endings
- Open/closed syllables

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### **Vocabulary & Comprehension**

In order to ensure a consistent student experience across classrooms and schools, elementary teachers use a reading and writing curriculum designed by Teachers College Reading and Writing Project at Columbia University. The curriculum resources develop students' abilities to read deeply and to write extensively in one particular genre or area of study.

In Kindergarten, students also engage in learning that addresses the MA ELA standards for language, which includes work in conventions of standard English, knowledge of language, and vocabulary acquisition and use. Teachers draw resources from a variety of sources to address this work in ELA as well as in the other subject areas, as students learn content specific vocabulary.

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#### Reading

In grade K, students engage in 6 main units that support their foundational reading skills.

#### **Interactive Read Alouds**

Students in Kindergarten start the year listening to a variety of literature read aloud by the teacher. This is an opportunity to share books and stories that help students get to know each other, learn about their classroom community and celebrate our diversity, while they build their stamina for listening to the whole story, make connections to the text through class discussions, and respond by writing and drawing pictures to reinforce their comprehension of the story.

#### **Sharing Reading**

In this unit, students begin to learn how to apply their word knowledge to reading decodable texts with partners. They learn to pay close attention to the letters and to think about the sounds they make, so that they can decode words and read short texts. Students learn to talk with a partner to help make meaning of the story, to listen closely to partner ideas and share their own ideas.

#### **Super Powers: Reading with Print Strategies and Sight Word Power**

In this unit, our Kindergarteners become super heroes, as they develop their “super powers” by learning strategies that help them work on fluency.

#### **Boosting Reading Power**

In this unit, students grow in their independence, using their reading strategies to read with accuracy, fluency, and comprehension.

#### **Launching Readers’ Workshop**

Our students have developed many reading strategies and are becoming more fluent in their reading. This unit is designed to introduce independent reading to students, as they begin to build their stamina for reading short texts beyond decodable texts on their own.

#### **Becoming Avid Readers**

In this unit, readers learn to pay close attention to characters, setting and plot when reading fiction stories. They also become experts in nonfiction topics and play with rhyme and rhythm while reading poetry.

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#### Writing

The Writer's Workshop units are closely aligned with the reading units and support students in developing their skills in writing in three important areas: narrative, informational, and persuasive writing. Across the year, students will work to increase their stamina for longer, stronger, more complex writing while also learning proper grammar and structures to produce meaningful, well structured pieces of writing.

#### **CantonSeeds**

Before students can write on their own independently, they must be explicitly taught how to make different types of lines, properly grip or hold a pencil, and learn how to form the letters of the alphabet.

#### **Launching the Writer's Workshop**

Students will learn that writers have stories to tell and that many stories include pictures or illustrations. They will be encouraged to be writers who share their work with others. Students will listen for the beginning, middle, and end of stories.

#### **Show and Tell**

This unit focuses on foundational skills giving students tools and strategies they need to listen for sounds in words and use those sounds to spell. Students will show how they string together words into full sentences as they create their own books. Students will select some of their books to become "bookstore ready" and publish them.

#### **Writing for Readers**

In this unit, students will write true stories. They will work on writing readable words using the sounds of our language to help them spell words accurately as they tell stories about real events in their lives.

#### **Persuasive Writing of All Kinds**

The final unit encourages students to write persuasive letters or signs that rally people to address problems in the classroom, the school, or the world.

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#### **Math**

The [MA Curriculum Framework for Math](#) provides guidance around the standards and grade level expectations for student learning in math. We will be implementing a new math curriculum this year, using the McGraw Hill Reveal Math program. Reveal Math®, a balanced elementary math program, develops the problem solvers of tomorrow by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson.

Reveal Math in Kindergarten engages students across 14 standards-aligned units:

Unit 1- Math Is...

Unit 2- Numbers to 5

Unit 3- Numbers to 10

Unit 4- Sort Classify and Count Objects

Unit 5- 2-Dimensional Shapes

Unit 6- Understand Addition

Unit 7- Understand Subtraction

Unit 8- Addition and Subtraction Strategies

Unit 9- Numbers 11-15

Unit 10- Numbers 16-19

Unit 11- 3-Dimensional Shapes

Unit 12- Count to 100

Unit 13- Analyze, Compare and Compose Shapes

Unit 14- Compare Measurable Attributes

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#### **Science**

The [MA Curriculum Frameworks for Science and Technology/Engineering](#) guide our unit development in Science. In Kindergarten, students build on early experiences of observing the world around them. They begin to make observations that are more quantitative in nature to help them understand cause and effect relationships and patterns in their world.

##### **What is a Scientist?**

In this unit, students learn what science is and what scientists do. Students make observations through hands-on activities to gather knowledge about how and why things happen. They begin their journey of becoming scientists by working through the science practices of asking questions, carrying out investigations, and creating explanations.

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#### **Do I Need My Jacket?**

Students observe local weather conditions and patterns over time so they can respond appropriately to different types of weather.

#### **How Does It Move?**

In this unit, students investigate motions of objects by changing the strength and direction of pushes and pulls.

#### **What's the Matter?**

Students investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature.

#### **Everyday is Earth Day**

Students learn about the environment around them and ways that plants and animals change the Earth. They describe recycling solutions to reduce the amount of natural resources an individual uses throughout the day.

#### **Presto-Changeo**

In this unit, students learn that all animals and plants need food, water, and air to grow and thrive and that the fundamental difference between plants and animals is a plant's ability to make its own food. Students begin to identify that all plants and animals grow and change over time.

#### **Keep It Cool**

Students make observations to determine that sunlight warms materials on Earth's surface. They design and build a model of a structure that will reduce the warming effect of sunlight on an area.

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## **Social Studies**

In 2018, new Massachusetts [History and Social Science Curriculum Frameworks](#) were released including an emphasis on “stronger attention to the intersection of history, social science, and literacy instruction, through the inclusion of literacy standards for history and social science.” To that end, whenever possible students engage in interdisciplinary units involving reading and writing and presentations connected to the following topics:

#### **Building Community**

Each new school year is the beginning of building a new class community. Educators and students will learn a little bit about one another and will take time to discuss what agreements, considerations, and decisions need to be made so all students feel safe and welcome.

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#### **Civics: Classroom Citizenship**

This unit centers on the supporting question “What does it mean to be responsible?” As we create classroom rules and learn to be respectful of each other, we will read stories together that help us think about fairness, caring, justice and responsibility. Students learn about our national symbols, songs and texts of the United States.

#### **History: Shared Traditions**

This unit will be ongoing across the school year, as we learn about and celebrate civic holidays to learn about our focus question “How do we commemorate our shared history as a nation and community?”. Students will also compare and contrast traditions and celebrations of peoples with diverse cultural backgrounds. As they reflect on events from their own lives, the world around them, and stories shared, they will learn to use words and phrases relating to chronology and time such as *now, then, long ago, yesterday, tomorrow, last week, last year.*

#### **Geography: Connections Among Places**

Focusing on the supporting question “How do maps, globes, and photographs show different things about a place?”, this unit helps students to learn about maps and globes. They will learn to describe the location of items with words like *near, far, left, right, behind, next to, between.* Students will learn about addresses. They will find our town of Canton on a state map, and even find our school on a street map, and use maps, drawings and pictures to explain other locations of important places.

#### **Economics: Work and Commerce**

In this unit, students learn about the many roles that women, men and children take on as they consider the supporting question “What kinds of work do women, men and children do?”. Drawing on personal experiences, literature and informational texts, students will describe some things people do when they work inside and outside the home. They also learn about buying, selling or trading items and how people make choices about the things they need and want.

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### **Social Emotional Learning**

The Wayfinder curriculum is used throughout the year to support our students' social and emotional learning (SEL). Lessons across the year are designed to support student learning in 6 important areas: adaptability, self-awareness, collaboration, empathy, agency, and purpose.



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**Wayfinder Mindsets:** We will start the year with a unit that helps students get to know each other and practice our community agreements that support a kind and caring classroom.

**Wayfinder Skills:**

**Feelings and Space:** In this module, we will learn skills that help us understand how we feel and practice the actions we can take to care for ourselves and others. In Kindergarten, students will meet our friend Super Sea Star, who will help us to understand that feelings are important and teach us how we use them, release them and share them.

**Play and Purpose:** In this module, we will share about our families, our favorite things, and our strengths.

**Care and Curiosity:** Students will explore caring for one another, the things in our classroom and the wider world.

**Communication and Kindness:** Students will practice listening and paying attention to ourselves and our environments and being kind to one another.

**Reflections:** Students end the year reflecting on what we've learned, celebrating and appreciating one another.

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## **Assessment and Grading**

### **Universal Screening**

Students in Kindergarten will be assessed with our universal screener, STAR 360, in the winter and spring. The STAR Early Literacy assessment helps to identify students who are At/Above Benchmark, On Watch, or Below Benchmark, so that appropriate support and personalized learning opportunities can be utilized to support individual growth. This screening is also the tool used in our dyslexia screening protocol. Parent reports are sent home to share the results with each testing period.

Students are also assessed using the STAR CBM, beginning in the fall. The CBM measures specific skills in reading and math that are foundational to student learning. These curriculum based measures are used for the purpose of monitoring student progress in

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specific skill areas. They are an important component of our Kindergarten Dyslexia Screening.

#### **Formative Assessments**

Educators use a variety of other formative assessments to assess student learning and progress towards grade level standards. In ELA, there are numerous diagnostic assessments that are used to glean more specific information on students' abilities. In phonics, there are weekly progress monitoring assessments where students dictate the newly learned phonics skills and educators can get a sense of mastery towards the new concept. In Math, students take four benchmark assessments to assess their understanding of mathematical concepts.

#### **Reports Cards**

Elementary report cards are issued three times each year in December, March and June. For specific report card dates, please see the district calendar.