Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	Kindergarten

1.1	Foundational Skills **Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**			
Key Concepts		**Standard** **(Descriptor)**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Book Handling				
Print Concepts	• How do print concepts help a reader get meaning from text?	• Demonstrate understanding of the organization and basic features of print. ○ Follow words left to right, top to bottom, and page by page. ○ Recognize that spoken words are represented in written language by specific sequences of letters. ○ Understand that words are separated by spaces in print. ○ Recognize and name all upper and lower case letters of the alphabet.		Left to right Top to bottom Directionality Return sweep
Phonological Awareness	• How do sounds work together to create words?	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ○ Recognize and produce rhyming words. ○ Count, pronounce, blend, and segment syllables in spoken words. ○ Blend and segment onsets and rimes of single-syllable spoken words. ○ Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.		Syllables Rhyming Blending Segmenting Onsets Rimes

Phonics and Word Recognition	• How do decoding strategies help a reader to read unknown words?
	• How does a sight word vocabulary support a reader's development?
		• Know and apply grade level phonics and word analysis skills in decoding words.
		  ○ Demonstrate basic knowledge of one-to one letter-sound correspondence.
		  ○ Associate the long and short sounds with common spellings for the five major vowels.
		  ○ Read grade level high-frequency sight words with automaticity.
		  ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
				Phonics
				Decoding
				Long vowel
				Short vowels
				Sight words

Fluency	• How does reading fluently support a reader's comprehension?	• Read emergent-reader text with purpose and understanding.		Fluency comprehension

1.2	Reading Informational Text		
	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.		

Key Concepts	Standard	Eligible Content (Grades 3-5)	Terminology
Key Ideas and Details			
Main Idea	• How does understanding main ideas and details improve a reader's comprehension?	• With prompting and support, identify the main idea and retell key details of text.		Retell Main idea
Text Analysis	• How do readers make connections between information in a text?	• With prompting and support, answer questions about key details in a text. • With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text		Main ideas Details Connections
Craft and Structure			
Point of View			
Text Structure	• How does a reader identify text features to locate information while reading?	• Identify parts of a book (title, author) and parts of a text (beginning, end, details).		Title Tile page Author Illustrator
Vocabulary	• How does a reader ask and answer questions about unknown words in a text?	• With prompting and support, ask and answer questions about unknown words in a text.		Unknown words
Integration of Knowledge and Ideas			
Diverse Media	• How does a reader use the pictures and details in a book to gain meaning from a text?	• Answers questions to describe the relationship between illustrations and the text in which they appear.		Text illustration

Evaluating Arguments	• How does a reader find the reasons an author gives to support specific points or arguments in a text?	• With prompting and support, identify the reasons an author gives to support points in a text.		Supporting details
Analysis Across Texts	• How does a reader compare and contrast two texts about the same topic?	• With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.		Compare Contrast Similar different
Vocabulary Acquisition and Use	• How does a reader demonstrate their understanding of new vocabulary?	• Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. • Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.		Unknown words Multiple meaning words
Range of Reading and Text Complexity	• Why is it important to engage in reading activities?	• Actively engage in group reading activities with purpose and understanding.		Purpose understanding

1.3	Reading Literature **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Text Analysis	• How does a reader answer questions about a text?	• Answer questions about key details in a text.		Details
Literary Elements	• How does a reader identify literary elements of a story?	• With prompting and support, identify characters, settings, and major events in a story.		Characters Setting Events
Theme	• How does a reader retell a familiar story?	• With prompting and support, retell familiar stories including key details..		Retell
Craft and Structure				
Point of View	• Why are the author and illustrator important to a story?	• Name the author and illustrator of a story and define the role of each in telling the story.		Author Illustrator
Text Structure	• How can a reader recognize common types of texts?	• Recognize common types of text.		Fiction Non-fiction
Vocabulary	• Why is it important or a reader to ask questions about unknown words in a text?	• Ask and answer questions about unknown words in a text.		Unknown words
Integration of Knowledge and Ideas				
Sources of Information	• How does a reader make connections between illustrations and text in a story?	• Make connections between the illustrations and the text in a story (read or read aloud).		Connections
Text Analysis	• How does a reader compare and contrast the experiences of characters in stories?	• Compare and contrast the adventures and experiences of characters in familiar stories.		Compare Contrast

Vocabulary Acquisition and Use	• How does a reader acquire new vocabulary from a text? • How does a reader demonstrate their understanding of new vocabulary?	• Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.		Vocabulary
Strategies	• What strategies does a reader use to determine the meaning of unknown words?	• Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.		Unknown words
Range of Reading and Text Complexity	• Why is it important to engage in reading activities?	• Actively engage in group reading activities with purpose and understanding.		Purpose Understanding

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Informative /Explanatory Writing		• Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.		
Focus	• What is focus? • How does a writer remain focused while writing?	• Use a combination of drawing, dictating, and writing to focus on one specific topic.		Focus Dictation
Content	• How does a writer generate ideas to give information about a topic?	• With prompting and support, generate ideas and details to convey information that relates to the chosen topic.		Ideas
Organization	• How can a writer make connections between illustrations and writing?	• Make logical connections between drawing and dictation/writing.		Connections Illustrations
Conventions	• How does proper use of conventions assist a writer in the development of their writing? • How does a writer use the classroom as a resource when writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. o Capitalize first word in sentence and pronoun I. o Recognize and use end punctuation. o Spell simple words phonetically.		Capitalization Punctuation Kidwriting
Style	• How does a writer use description to make their writing better?	• With prompting and support, illustrate using details and dictate/write using descriptive words.		Description
Opinion/ Argumentative Writing		• Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.		
Focus	• How does a writer choose an idea from given topics? • How does a writer form an opinion on what to write about?	• Form an opinion by choosing between two given topics.		Opinion
Content	• How does a writer support an opinion with reasons?	• Support the opinion with reasons.		Support Reasons

Organization	• How can a writer make connections between illustrations and writing?	• Make logical connections between drawing and writing.		Connections Illustrations
Conventions	• How does proper use of conventions assist a writer in the development of their writing? • How does a writer use the classroom as a resource when writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. o Capitalize first word in sentence and pronoun I. o Recognize and use end punctuation. o Spell simple words phonetically.		Capitalization Punctuation Kidwriting
Style				
Narrative Writing		• Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.		
Focus	• How does a writer establish a "who" and "what" in a narrative?	• Establish "who" and "what" the narrative will be about.		Focus Characters Story
Content	• How does a writer describe experiences and events?	• Describe experiences and events.		Experiences Events
Organization	• How does a writer retell a sequence of events incorporating time order words to signal the order of events? • How does a writer provide closure to a narrative piece?	• Recount 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.		Sequence Events Time order
Conventions	• How does proper use of conventions assist a writer in the development of their writing? • How does a writer use the classroom as a resource when writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. o Capitalize first word in sentence and pronoun I. o Recognize and use end punctuation. o Spell simple words phonetically.		Capitalization Punctuation Kidwriting
Style				
Response to Literature				

Production and Distribution of Writing	• How does a writer use feedback from peers and teacher conferences to strengthen their writing?	• With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Revising
Technology and Publication	• How does a writer use technology to publish a piece of writing?	• With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Publish Digital Tools
Conducting Research	• How does a writer participate in individual or shared research and writing projects?	• Participate in individual or shared research projects on a topic of interest.	Research
Credibility, Reliability, and Validity of Sources	• How does a writer use prior knowledge and information gathered from provided sources to answer a question?	• With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Gather Recall Sources
Range of Writing	• Why does a writer write routinely over time?	• Write routinely over short time frames.	Stamina

1.5	Speaking and Listening **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Comprehension and Collaboration				
Collaborative Discussions	• How can participating in discussions increase a student's knowledge and understanding of an idea?	• Participate in collaborative conversations with peers and adults in small and larger groups.		Conversations Discussions
Integrate and Evaluating Information	• How does a student acquire information from a variety of formats by asking and answering questions?	• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		Questions
Evaluating Information	• How does a get help when they don't understand information presented?	• Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Clarify
Presentation of Knowledge and Ideas	• How does a student clearly and effectively describe people, places, things, and events?	• Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.		Volume Sharing
Integration of Knowledge and Ideas				
Multimedia and Ideas				
Content and Ideas	• How does a student clearly express their thoughts, feelings, or ideas?	• Speak audibly and express thoughts, feelings, and ideas clearly.		Expression Volume
Conventions of Standard English	• How does a student demonstrate command of standard English when speaking?	• Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.		Speaking

Conventions of Standard English	• How does a student demonstrate command of Standard English when speaking?	• Demonstrate command of the conventions of Standard English when speaking based on grade 5 level and content.		Standard English