

What Your Child Will Learn in Elementary Reading/English Language Arts (R/ELA)

Pre-Kindergarten

Vision: All students equipped with literacy skills that will empower them to become lifelong learners.

Mission: To develop capability and cultivate interests that allows all students to develop into literate, college or career ready individuals.

Philosophy: The Elementary English Language Arts framework consists of the teaching and learning in the areas of reading, writing, language, and speaking & listening. Each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology and uses evidence based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions and strives to build positive relationships.

What is an integrated Reading/English Language Arts program?

Integration of Content and Skills

Literacy in the 21st Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media sources to connect, interpret and express ideas. The Calvert County Public Schools Reading/English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive, literate citizens in tomorrow's world.

The CCPS R/ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. The curriculum integrates the processes of reading, writing, speaking, listening, and language arts through various text genres and multimedia sources. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

Curricular Organization

The organizing framework for the CCPS R/ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme or topic area.

Reading, writing, language, and speaking/listening instruction are blended within a unit of study so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme or topic.

Reading texts come from both informational and literary sources and multimedia. Texts can be read by the teacher, with a partner or independently. Writing assignments include informational, argument, and narrative writing related to the readings and the theme or topic. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.

While the Reading/ELA curriculum is implemented in an integrated approach, the bullets below note learning targets and content standards embedded within curriculum.

Demonstrate Print Concepts

Understands how written language is organized and used.

- Recognize that print conveys a message.
- Demonstrate awareness that words are written and read from left to right.
- Understand that words are separated by spaces in print.

Demonstrate Phonological Awareness

Has an awareness of words, rhyming sounds, syllables, and individual words.

- Recognize rhyming words.
- Say each word in a sentence.
- Hear, count, pronounce, and say syllables in a word.
- Hear the beginning (/r/) and ending (/un/) sounds in a word (run).
- Say the beginning sound of a word.
- Say each sound in small words (cat, c-a-t).

Demonstrate Phonics and Word Recognition

Recognizes the corresponding sound of a specific letter when that letter is seen or heard.

- Recognize and name some letters.
- Make the correct sounds for some consonants.
- Recognize their name in print and some environmental words (stop).
- Recognize that words are made of letters and their sounds.

Demonstrate Fluency

- Engage with a variety of texts with purpose and understanding.

Demonstrate Comprehension of Literature and Informational Text

- With support, answer questions about details from a story.
- With support, connect details from texts to personal knowledge.

Respond to Text in a Variety of Ways

- In response to text and with support, draw, dictate, or write to share an opinion, state information, or tell a personal story about an experience or book.
- Retell familiar stories or poems.

Demonstrate Comprehension and Collaboration

When Listening

- Engage in group reading activities.
- Participate in collaborative conversations.
- Ask and answer questions to seek help and get information.

Present Knowledge and Ideas Through Speaking

- With support, describe familiar people, places, things, and events.
- With support, speak audibly and express thoughts, feelings, and ideas.

Demonstrate Conventions of Standard English When Speaking or Writing

- Print upper and lowercase letters in first name.

- Recognize their name begins with a capital letter.
- Demonstrate awareness of name and function of punctuation.
- Use letter-like shapes, symbols, letters, and words to convey meaning.

Acquire and Use Vocabulary

- Learn the meaning of new words that are important.