

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

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.

- Look at print and know that it conveys a message.

- Recognize his name is a word and connect his name with other words. (If a child's name is Ben, he can relate it to words like ten, men, Jen.)
- Read and write from left to right.
- Say and point to one word for each word he/she sees in print.
- Understand the function of letters, words, and sentences in text.

Demonstrate Phonological Awareness

- Has an awareness of words, rhyming sounds, syllables, and individual words.
- Say each word in a sentence. (I-like-to-go-shopping.)
- Blend sounds together to say a word. (d-o-g, dog)
- Say each sound in a word. (bat, b-a-t)
- Change the first sound in a word to make a new word (not to hot).
- Change the last sound in a word to make a new word (his to him).
- Add sound words to make a new word (mat-at, and-hand).
- Hear the beginning (run/r...) and ending (win/...n) sounds in a word.
- Connect words that sound the same at the beginning. (mother, man, make)
- Connect words that sound the same at the end. (get/sit/mat)
- Hear and say syllables in a word. (cat/cat, candy/can-dy, tomato/to-ma-to)
- Hear, connect, and think of words that end the same. (fly, high, buy, sky; I can fly in the _____)

Demonstrate Phonics and Word Recognition

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

- Recognize both upper and lower case forms of letters.
- Identify and use all common consonant sounds.
- Identify the vowels as a, e, i, o and u and understand that all other letters are consonants.
- Make new words by putting a letter, or letter clusters before the word part or pattern. (-ad, -ag, -an, -am, -at, -ed, -en, -ig, -in, -it, -og, -op, -ot, -ut)
- Understand that some words have one vowel between two consonants (hat, bed) and the sound of that vowel is short.

Use a range of strategies to take words apart and understand their meaning.

- Identify and use 20-25 high frequency sight words.
- Use known words to read or write new words.
- Monitor reading by using multiple sources of information. (Does it look right? Does it sound right? Does it make sense?)

Demonstrate Fluency

- Read emergent-reader texts with purpose and understanding.

Demonstrate Comprehension of Literature and Informational Text

- Respond to questions whose answers are directly stated in the text.
- Respond to questions that can be implied from the text and personal knowledge.
- Respond to questions and connect to other types of reading and experiences.

Respond to Text in Writing in a Variety of Ways

- In response to text, draw and label; write a short sentence; draw pictures to show the sequence of events; write a simple statement summarizing the text; report interesting information from a text; and list facts from the text.

Demonstrate Comprehension and Collaboration When Listening

- Participate in collaborative conversations.
- Ask and answer questions in order to seek help and get information.

Present Knowledge and Ideas Through Speaking

- Describe familiar people, places, things, and events.

Demonstrate Conventions of Standard English When Speaking or Writing

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Acquire and Use Vocabulary

- Learn the meaning of new words that are important (i.e., critical for understanding concepts or text); useful (i.e., words that are seen often); and challenging (i.e., words with multiple meanings and idiomatic expression).