

## **Moon Area School District Curriculum Map**

**Course:** English Language Arts  
**Grade Level:** Kindergarten  
**Content Area:** English Language Arts  
**Frequency:** Full-Year Course

### **Big Ideas**

1. Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.
2. Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.
3. Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.
4. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge.
5. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.

### **Essential Questions**

6. How do I acquire and practice pre-reading skills?
7. What is the text about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
8. What is the text about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
9. What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
10. What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

### **Primary Resource(s) & Technology:**

Textbook Series (McGraw Hill Education Wonders 2020), Heggerty Phonemic Awareness 2020, *Making Sense of Phonics: The Hows and Whys* (Second Edition) by Isabel L. Beck and Mark E. Beck, Decodable Readers, IXL online software, Lexia Core5, Microsoft Teams, Promethean Boards, Student iPads

**Pennsylvania and/or focus standards referenced at:**

<b>Big Ideas/ EQs</b>	<b>Focus Standard(s)</b>	<b>Assessed Competencies (Key content and skills)</b>	<b>Timeline</b>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1 K.A 1.1 K. B 1.2. K.A 1.2 K.B 1.2 K.E 1.3 K.C 1.4 K.A 1.5 K.A	<ul style="list-style-type: none"> <li>• Use book-handling skills</li> <li>• Demonstrate understanding of the organization and basic features of print</li> <li>• With prompting and support, identify the main idea and retell key details of text</li> <li>• With prompting and support, answer questions about key details in a text</li> <li>• Identify parts of a book (title, author) and parts of a text (beginning, details, and end)</li> <li>• While prompting and support, identify characters, settings, and major events in a story</li> <li>• Use a combination of drawing, dictating and writing to compose informative explanatory text</li> <li>• Participate in collaborative conversations with peers and adults in small group and larger groups</li> </ul>	E. Aug.– M. Sept.  (4 weeks)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1 K.A 1.1 K. B 1.1 K. C 1.1 K.D 1.2. K.A 1.2 K.B 1.2 K.E 1.2 K.G 1.3 K.C 1.4 K.A 1.5 K.A	<ul style="list-style-type: none"> <li>• Use book-handling skills</li> <li>• Demonstrate understanding of the organization and basic features of print</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• With prompting and support, identify the main idea and retell key details of text</li> <li>• With prompting and support, answer questions about key details in a text</li> <li>• Identify parts of a book (title, author) and parts of a text (beginning, details, and end)</li> <li>• Answer questions to describe the relationship between illustrations and the text in which they appear</li> <li>• While prompting and support, identify characters, settings, and major events in a story</li> <li>• Use a combination of drawing, dictating, and writing to compose informative explanatory text</li> <li>• Participate in collaborative conversations with peers and adults in small group and larger groups</li> </ul>	M. Sept.- B. Oct.  (3 weeks)

<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>1.1 K.A 1.1 K. B 1.1 K. C 1.1 K.D 1.1 K.E 1.2. K.A 1.2 K.B 1.2 K.E 1.2 K.G 1.2 K.I 1.3 K.C 1.4 K.A 1.4 K.F 1.5 K.A</p>	<ul style="list-style-type: none"> <li>• Use book-handling skills</li> <li>• Demonstrate understanding of the organization and basic features of print</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words</li> <li>• Read emergent reader text with purpose and understanding</li> <li>• With prompting and support, identify the main idea and retell key details of text</li> <li>• With prompting and support, answer questions about key details in a text</li> <li>• Identify parts of a book (title, author) and parts of a text (beginning, details, and end)</li> <li>• Answer questions to describe the relationship between illustrations and the text in which they appear</li> <li>• With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic</li> <li>• While prompting and support, identify characters, settings, and major events in a story</li> <li>• Demonstrate a grade-appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation, and spelling</li> <li>• Participate in collaborative conversations with peers and adults in small group and larger groups</li> </ul>	<p>B. Oct. – E. Oct.  (3 weeks)</p>
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