Lehighton Area School District
Curriculum Framework

Course Title:	
Content Area:	English Language Arts
Grade Level(s):	Kindergarten
Course Overview:	The Kindergarten Reading course provides students with the foundational literacy skills necessary for future reading success. Through explicit, systematic instruction aligned to the Pennsylvania Core Standards and the Science of Reading, students develop phonological awareness, phonemic awareness, phonics, decoding, fluency, vocabulary, oral language, and early reading comprehension. Students engage with a variety of literary and informational texts while building foundational concepts of print, developing language, and fostering a lifelong love of reading. Instruction includes whole-group, small-group, and differentiated learning experiences designed to meet the needs of every learner within a Multi-Tiered System of Supports (MTSS).
PA Core Standards:	PA Core Standards for ELA PK-5
Key Course Text and Materials:	
Key Assessments:	

Big Idea/Unit: Foundational Skills **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.1.K.A	Utilize book handing skills.			
CC.1.1.K.B	Demonstrate understanding of the organization and basic features of print. This includes being able to follow words left to right, top to bottom, and page by page. Students should recognize that spoken words are represented in written language by specific sequences of letters, understand that words are separated by spaces in print, and recognize and name all uppercase and lowercase letters of the alphabet.	Left Right Return sweep Top Bottom Space Sequence Punctuation Mark Period Question mark Exclamation mark Comma		
CC.1.1.K.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). This skill involves recognizing and producing rhyming words, counting, pronouncing, blending, and segmenting syllables in spoken words, blending and segmenting onsets and rimes of single-syllable spoken words, and isolating and pronouncing the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.	Middle sound End sound Blend Pronounce Consonant Vowel CVC words	UFLI Lessons 1-10	
CC.1.1.K.D	Know and apply grade-level phonics and word analysis skills in decoding words. Students should 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, and distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Long vowel Short vowel Spelling Sight word Alike Different	UFLI Lessons 1, 8, 11-34	
CC.1.1.K.E	Read emergent-reader text with purpose and understanding.	Purpose Fluency		

Big Idea/Unit: Comprehension of Informational Text **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.K.A	With prompting and support, identify the main idea and retell key details of text.	Retell		

CC.1.2.K.B	With prompting and support, answer questions about key details in a text.			
CC.1.2.K.C	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	Characters Setting Events		
CC.1.2.K.E	Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Front cover Back cover Title page		
CC.1.2.K.G	Answer questions to describe the relationship between illustrations and the text in which they appear.			
CC.1.2.K.H	With prompting and support, identify the reasons an author gives to support points in a text.	Reasons		
CC.1.2.K.I	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.			
CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.			

Big Idea/Unit:	Vocabulary of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.K.F	With prompting and support, ask and answer questions about unknown words in a text.			
CC.1.2.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.			
CC.1.2.K.K	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.			

Big Idea/Unit:	Comprehension of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.K.A	With prompting and support, retell familiar stories including key details.	Retell Story Sequence Picture Details		

CC.1.3.K.B	Answer questions about key details in a text.	Who What Where When How Text
CC.1.3.K.C	With prompting and support, identify characters, settings, and major events in a story.	Character Setting Events
CC.1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	Author Illustrator Story
CC.1.3.K.E	Recognize common types of text.	Types of texts
CC.1.3.K.G	Make connections between the illustrations and the text in a story (read or read aloud).	Details Connections Illustrations
CC.1.3.K.H	Compare and contrast the adventures and experiences of characters in familiar stories.	Compare/Contrast Characters
CC.1.3.K.K	Actively engage in group reading activities with purpose and understanding.	

Big Idea/Unit:	Vocabulary of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.K.F	Ask and answer questions about unknown words in a text.			
CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.			
CC.1.3.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.			

Big Idea/Unit:	Writing Informative and Explanatory Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.			
CC.1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Focus Who What		

CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Content Topic Idea Experiences Events
CC.1.4.K.D	Make logical connections between drawing and dictation/writing.	Organization Order
CC.1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.	
CC.1.4.K.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize the first word in a sentence and the pronoun I, recognize and use end punctuation, and spell simple words phonetically.	End Punctuation Period Question Exclamation point Capitalization Spelling

Big Idea/Unit:	Writing Opinions and Argumentative Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.K.G	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.			
CC.1.4.K.H	Form an opinion by choosing between two given topics.	Focus Who What		
CC.1.4.K.I	Support the opinion with reasons.	Content Topic Idea Experiences Events		
CC.1.4.K.J	Make logical connections between drawing and writing.	Organization Order		
CC.1.4.K.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize the first word in a sentence and the pronoun I, recognize and use end punctuation, and spell simple words phonetically.	End Punctuation Period Question Exclamation point Capitalization Spelling		

Big Idea/Unit:	Writing Narratives			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.K.M	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.			
CC.1.4.K.N	Establish who and what the narrative will be about.	Focus Who What		
CC.1.4.K.O	Describe experiences and events.	Content Topic Idea Experiences Events		
CC.1.4.K.P	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.	Organization Order		
CC.1.4.K.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Specifically, students should: capitalize the first word in a sentence and the pronoun I, recognize and use end punctuation, and spell simple words phonetically.	End Punctuation Period Question Exclamation point Capitalization Spelling		
CC.1.4.K.T	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Details		
CC.1.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.			
CC.1.4.K.V	Participate in individual or shared research projects on a topic of interest.	Research		
CC.1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.			
CC.1.4.K.X	Write routinely over short time frames.			

Big Idea/Unit:	Speaking and Listening			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and larger groups.			

CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.C	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E	Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.