# Cornwall-Lebanon School District Curriculum Overview

## KDG ELA

### Foundational Skills

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<th>Unit 1</th>
<th>Welcome to School</th>
<th>Concepts &amp; Competencies</th>
<th>Common Assessments</th>
<th>Academic Standards (PA Core if applicable)</th>
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<tbody>
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<td><strong>Foundational Skills</strong></td>
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<td>Students will demonstrate understanding of spoken syllables, words and sounds (phones).</td>
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<td>Students will recognize and produce rhyming words.</td>
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<td>Students will read grade-level high-frequency sight words with automaticity.</td>
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<td><strong>Informational</strong></td>
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<td>Students will be able to identify the reasons an author gives to support points in a text, with prompting and support.</td>
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<td><strong>Literature</strong></td>
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<td>Students will be able to make connections between the illustrations and the text in a story (read or read aloud).</td>
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### Common Assessments

- District assessment
- DIBELS

### Academic Standards (PA Core if applicable)

- CC.1.1.K.A
- CC.1.1.K.B
- CC.1.1.K.C
- CC.1.1.K.D
- CC.1.2.K.A
- CC.1.2.K.B
- CC.1.2.K.C
- CC.1.2.K.D
- CC.1.2.K.E
- CC.1.2.K.F
- CC.1.2.K.G
- CC.1.2.K.H
- CC.1.2.K.I
- CC.1.2.K.J
- CC.1.3.K.A
- CC.1.3.K.B
- CC.1.3.K.C
- CC.1.3.K.D
- CC.1.3.K.E
- CC.1.3.K.F
- CC.1.3.K.G
- CC.1.3.K.H
- CC.1.3.K.I
- CC.1.3.K.J
- CC.1.3.K.K
- CC.1.3.K.L
### Unit 2

#### Fall Fun

**Foundational Skills**
- Students will be able to utilize book handling skills.
- Students will demonstrate understanding of the organization and basic features of print.
- Students will follow words left to right, top to bottom, and page by page.
- Students will recognize that spoken words are represented in written language by specific sequences of letters.
- Students will understand that words are separated by spaces in print.
- Students will recognize all upper and lower case letters of the alphabet.
- Students will demonstrate understanding of spoken syllables, words and sounds (phonemes).
- Students will recognize and produce rhyming words.
- Students will count, pronounce, blend and segment syllables in spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-phoneme words.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will associate the long and short sounds with common spellings for the five major vowels.
- Students will read grade-level high-frequency sight words with automaticity.
- Students will read emergent readers with purpose and understanding.

**Informational**
- Students will be able to identify the main idea and retell key details of text, with prompting and support.
- Students will be able to ask and answer questions about key details in a text, with prompting and support.
- Students will be able to answer questions to describe the relationship between illustrations and the text in which they appear.
- Students will be able to identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Students will be able to ask and answer questions about unknown words in a text, with prompting and support.
- Students will be able to identify the reasons an author gives to support points in a text, with prompting and support.
- Students will be able to identify basic similarities and differences between two texts (read or read aloud) on the same topic, with prompting and support.
- Students will be able to determine the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will be able to actively engage in group reading activities with purpose and understanding.

**Literature**
- Students will be able to retell familiar stories including key details, with prompting and support.
- Students will be able to answer questions about key details in a text.
- Students will be able to identify characters, settings, and major events in a story, with prompting and support.
- Students will be able to name the author and illustrator of a story and define the role of each in telling the story.
- Students will be able to recognize common types of text.
- Students will be able to ask and answer questions about unknown words in a text.
- Students will be able to compare and contrast the adventures and experiences of characters in familiar stories.
- Students will be able to make connections between the illustrations and the text in a story (read or read aloud).
- Students will be able to determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will actively engage in group reading activities with purpose and understanding.
- Students will use words and phrases acquired through conversations, reading, and being read to, and responding to text.

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<tbody>
<tr>
<td>CC.1.1.K.C</td>
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<tr>
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<td>CC.1.3.K.A</td>
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**Unit 3**

**Wonderful Winter**

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<td>Students will follow words left to right, top to bottom, and page by page.</td>
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<td>Students will understand that words are separated by spaces in print.</td>
<td><strong>CC.1.2.K.F</strong> CC.1.2.K.G</td>
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<td>Students will recognize all upper and lower case letters of the alphabet.</td>
<td><strong>CC.1.2.K.J</strong> CC.1.2.K.K</td>
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<tr>
<td>Students will demonstrate understanding of spoken syllables, words and sounds (phonemes).</td>
<td><strong>CC.1.2.K.L</strong></td>
</tr>
<tr>
<td>Students will recognize and produce rhyming words.</td>
<td><strong>CC.1.3.K.A</strong> CC.1.3.K.B</td>
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<td>Students will count, pronounce, blend and segment syllables in spoken words.</td>
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<td>Students will isolate and pronounce the initial, medial vowel, and final sound in the three-phoneme words.</td>
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<td>Students will be able to answer questions to describe the relationship between illustrations and the text in which they appear.</td>
<td>Students will be able to name the author and illustrator of a story and define the role of each in telling the story.</td>
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<td>Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support.</td>
<td>Students will be able to recognize common types of text.</td>
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Unit 4

Historical Heroes

**Foundational Skills**

Students will demonstrate understanding of the organization and basic features of print.

- Students will follow words left to right, top to bottom, and page by page.
- Students will recognize that spoken words are represented in written language by specific sequences of letters.
- Students will understand that words are separated by spaces in print.
- Students will recognize all upper and lower case letters of the alphabet.
- Students will demonstrate understanding of spoken syllables, words and sounds (phonemes).
- Students will recognize and produce rhyming words.
- Students will count, pronounce, blend and segment syllables in spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-phoneme words.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will demonstrate understanding of spoken syllables, words and sounds (phonemes).
- Students will recognize and produce rhyming words.
- Students will count, pronounce, blend and segment syllables in spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-phoneme words.
- Students will read grade-level high-frequency sight words with automaticity.
- Students will be able to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Students will read emergent readers with purpose and understanding.

**Informational**

- Students will be able to identify the main idea and retell key details of text, with prompting and support.
- Students will be able to ask and answer questions about key details in a text, with prompting and support.
- Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support.
- Students will be able to identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Students will be able to ask and answer questions about unknown words in a text, with prompting and support.
- Students will be able to answer questions to describe the relationship between illustrations and the text in which they appear.
- Students will be able to determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will be able to use words and phrases acquired through conversations, reading, and being read to, and responding to text.
- Students will be able to determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will be able to actively engage in group reading activities with purpose and understanding.

**Literature**

- Students will be able to ask and answer questions about unknown words in a text.
- Students will be able to determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will use words and phrases acquired through conversations, reading, and being read to, and responding to text.
- Students will actively engage in group reading activities with purpose and understanding.

**District assessment**

Unit 5

**Foundational Skills**
- Students will demonstrate understanding of the organization and basic features of print.
- Students will recognize that spoken words are represented in written language by specific sequences of letters.
- Students will understand words are separated by spaces in print.
- Students will recognize and produce rhyming words.
- Students will blend and segment onsets and rimes of single-syllable spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-syllable words.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-syllable words.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Students will recognize and produce rhyming words.
- Students will blend and segment onsets and rimes of single-syllable spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-syllable words.
- Students will use grade-level high-frequency sight words with automaticity.

**Informational**
- Students will be able to identify the main idea and retell key details of text, with prompting and support.
- Students will be able to ask and answer questions about key details in a text, with prompting and support.
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- Students will be able to identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Students will be able to ask and answer questions about unknown words in a text, with prompting and support.
- Students will be able to answer questions about unknown words in a text, with prompting and support.
- Students will be able to make connections between the illustrations and the text in a story (read or read aloud).
- Students will be able to determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- Students will be able to actively engage in group reading activities with purpose and understanding.

**Literature**
- Students will be able to retell familiar stories including key details, with prompting and support.
- Students will be able to answer questions about key details in a text.
- Students will be able to identify characters, settings, and major events in a story, with prompting and support.
- Students will be able to name the author and illustrator of a story and define the role of each in telling the story.
- Students will be able to recognize common types of text.
- Students will be able to ask and answer questions about unknown words in a text.
- Students will be able to make connections between the illustrations and the text in a story (read or read aloud).
- Students will use words and phrases acquired through conversations, reading, and being read to, and responding to text.
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- Students will blend and segment onsets and rimes of single-syllable spoken words.
- Students will isolate and pronounce the initial, medial vowel, and final sound in the three-syllable words.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Students will associate the long and short sounds with common spellings for the five major vowels.
- Students will read grade-level high-frequency sight words with automaticity.
- Students will be able to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Students will read emergent readers with purpose and understanding.

### Informational

- Students will be able to identify the main idea and retell key details of text, with prompting and support.
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- Students will be able to answer questions about the text in which they appear.
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- Students will be able to identify basic similarities and differences between two texts (read or read aloud) on the same topic, with prompting and support.
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- CC.1.2.K.B
- CC.1.2.K.C
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- CC.1.3.K.A
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