


Cornwall-Lebanon School District Curriculum Overview

KDG ELA

Foundational Skills
 Reading Informational
 Text Reading Literature

 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
<p>Unit 1</p> <p>Welcome to School</p> <div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">7</div>	<p style="text-align: center;"><u>Foundational Skills</u></p> <p>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 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.</p> <p style="text-align: center;"><u>Informational</u></p> <p>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 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 actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><u>Literature</u></p> <p>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 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 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.</p>	<p>District assessment DIBELS</p>	<div style="background-color: #76b82a; padding: 5px;"> CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D </div> <div style="background-color: #f1c40f; padding: 5px;"> CC.1.2.K.A CC.1.2.K.B CC.1.2.K.E CC.1.2.K.F CC.1.2.K.H CC.1.2.K.L </div> <div style="background-color: #3498db; padding: 5px;"> CC.1.3.K.A CC.1.3.K.B CC.1.3.K.C CC.1.3.K.F CC.1.3.K.G CC.1.3.K.K CC.1.3.K.J </div>

Unit 2

Fall Fun

6

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 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 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 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 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.

District assessment

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.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

Unit 3

Wonderful
Winter

6

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 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.
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 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 use words and phrases acquired through conversations, reading, and being read to, and responding to text.
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.

- District assessment
- DIBELS

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.E CC.1.2.K.F CC.1.2.K.G
CC.1.2.K.J CC.1.2.K.K CC.1.2.K.L

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.

Unit 4

5

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 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.
 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

CC.1.1.K.B CC.1.1.K.C
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CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C
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CC.1.2.K.H CC.1.2.K.J CC.1.2.K.K
CC.1.2.K.L

CC.1.3.K.F CC.1.3.K.I
CC.1.3.K.J CC.1.3.K.K

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-phoneme 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

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 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 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 use words and phrases acquired through conversations, reading, and being read to, and responding to text.
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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 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.
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 CC.1.2.K.L

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.I
 CC.1.3.K.J CC.1.3.K.K.

Unit 6

5

Amazing Animals

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-phoneme 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.

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 identify the reasons an author gives to support points in text.

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 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 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 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.

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CC.1.2.K.K CC.1.2.K.L

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.I
CC.1.3.K.J CC.1.3.K.K.