



Southmoreland School District Kindergarten ELA Curriculum Overview

Overview:

At this level, it is expected that students will be able to identify book print and utilize book handling skills. They will identify upper and lower case letters and their corresponding sounds. Students will read selected curricular based sight and vocabulary words. Students will blend and segment selected curriculum based CVC and CVCe words. Students will read text and demonstrate comprehension.

Module Titles:

Module 1: Students will identify book print.

Module 2: Students will identify upper and lower case letters.

Module 3: Students will produce the sounds of each consonant, short and long vowel

Module 4: Students will blend and segment selected curriculum-based CVC and CVCe words

Module 5: Students will read selected curriculum-based sight words and vocabulary

Module 6: Students will demonstrate comprehension of varied text

Module Overviews:

Module 1: Students will identify book print.

Students will utilize book handling skills. They will demonstrate understanding of the organization and basic features of print. For example, not holding the book upside down, beginning at the front of the book, turning the pages correctly top to bottom. They will follow words left to right, top to bottom, and page by page. They will identify parts of a book (title, author) and parts of a text (beginning, end, details).

Module 2: Students will identify upper and lower case letters.

Students will verbally identify 26 uppercase and 26 lowercase letters independently as well as within the context of a word.

Module 3: Students will produce the sounds of each consonant, short and long vowel.

Students will verbally produce the sounds (phonemes) of the 21 consonant letters and 10 vowel sounds (short and long sounds). They will demonstrate basic knowledge of one-to-one letter-sound correspondence. They will associate the long and short sounds with common spellings for the five major vowels.



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Module 4: Students will blend and segment selected curriculum-based CVC and CVCe words

Students will count, pronounce, blend, and segment syllables in spoken words (bat has 1 syllable, button has 2, watermelon has 4). They will blend and segment onsets and rimes of single-syllable spoken words (/b/, /at/ = bat). They will isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. They will recognize that spoken words are represented in written language by specific sequences of letters. They will know and apply grade-level phonics and word analysis skills in decoding words. They will distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Module 5: Students will read selected curriculum-based sight words and vocabulary

Students will be able to read grade-level high-frequency sight words with automaticity. Students will be able to read the sight words and vocabulary orally, independently in context and within a sentence.

Module 6: Students will demonstrate comprehension of varied text

Students will be able to, with prompting and support, identify the main idea and retell key details of text and answer questions about key details in a text. Identify parts of a book (title, author) and parts of a text (beginning, end, details). They actively engage in group reading activities with purpose and understanding. With prompting and support, students will identify characters, settings, and major events in a story. They will name the author and illustrator of a story and define the role of each in telling the story.