



Gateway School District Curriculum Map

Elementary Schools (K-4)

Cleveland Steward Elementary
5000 Gateway Campus Blvd.
Monroeville, PA 15146
412-373-5874

Ramsey Elementary
2200 Ramsey Road
Monroeville, PA 15146
412-373-5856

Evergreen Elementary
3831 Evergreen Drive
Monroeville, PA 15146
412-373-5842

University Park Elementary
320 Noel Drive
Monroeville, PA 15146
412-327-4113

Curriculum Map: Elementary - K English Language Arts

Course: LangArts Grade K



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1.1 Foundational Skills

Subject: Language Arts

Brief Summary of Unit

Students gain a working knowledge of concepts of print, alphabetic principal, and other basic conventions.

Stage One - Desired Results

Established Goals:

1. Utilize book-handling skills.
2. Demonstrate understanding of the organization and basic features of print.
 - Follow words left to right, top to bottom, and page-by-page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all uppercase and lowercase letters of the alphabet.
3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
4. Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
5. Read emergent-reader text with purpose and understanding.

Understandings:

"Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.

Essential Questions:

1. How do phonemic awareness/phonics support the transition from non-reader to emergent reader?
2. How do book-handling/print awareness skills support the transition from non-reader to emergent reader?

Stage Two - Assessment Evidence

Performance Tasks: (informal ongoing assessments)

Daily Routines (Phonological Awareness, Dictation, and Handwriting)

Listening/Reading Comprehension

Reading Fluency

Other Evidence:

Progress Tests

Blackline Masters

Teacher-Selected Material

Student Generated Samples

Stage Three - Learning Plan

Foundational Skills

- **Print and Book Awareness** (identify parts of a book, recognize that words are made up of letters, recognize top middle and bottom, identify/match/comparing capital and lowercase letters, track print and illustrations, visually discriminate between words/sentences, distinguishing between types of sentences, understand speech balloons, blend sounds to decode words, recognize punctuation, identify vowels and consonants.)
- **Phonemic Awareness and Phonics** (associate letters with sound, identify rhyming words, identify initial/medial/final sounds, blend sounds to decode words, identify long vowel sounds)

***Units are taught in the following letter progression:**

C, O, G, A, D, S, L, I, T, F, E, H, U, B, R, N, M, P, V, W, K, Q, J, X, Y, Z

1.2: Reading Informational Text

Subject: Language Arts

Brief Summary of Unit

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Stage One - Desired Results

Established Goals:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
7. With prompting and support, describe the relationship between illustrations and the text in which they appear.
8. With prompting and support, identify the reason an author gives to support points in a text.
9. With prompting and support, identify the basic similarities and differences between two texts on the same topic.
10. Actively engage in group reading activities with purpose and understanding.
11. Demonstrate command of Standard English grammar and usage when writing or speaking.
12. Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
13. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Understandings:

"Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How does interaction with text provoke thinking and response?
7. Why learn new words?
8. What strategies and resources does the learner use to figure out unknown vocabulary?

Stage Two - Assessment Evidence

Performance Tasks: (informal ongoing assessments)

Daily Routines (Phonological Awareness, Dictation, and Handwriting)

Listening/Reading Comprehension

Reading Fluency

Other Evidence:

Progress Tests

Blackline Masters

Teacher-Selected Material

Student Generated Samples

Stage Three - Learning Plan

Reading

- **Vocabulary** (derived from each Superkid and their stories, recognition of Memory Words)
- **Comprehension** (generate questions, make and confirm predictions, distinguish between reality and fantasy, draw conclusions, generate questions to determine important ideas, recognize plot, recognize text structure, understand descriptive language, sequence events, visualize, determine cause and effect, identify genre, identify main idea and details, recognize rhyme and rhythm, understand characters, recognize patterns in text, use prior knowledge, compare/contrast, summarize, recall details, describe setting, follow written instructions, associate pictures with words and sentences)
- **Fluency** (speak as a story character, speak with appropriate stress, recite lines of a poem rhythmically, observe punctuation, speak with appropriate pitch and volume, read with natural phrasing and expression)

***Units are taught in the following letter progression:**

C, O, G, A, D, S, L, I, T, F, E, H, U, B, R, N, M, P, V, W, K, Q, J, X, Y, Z

1.3 Reading Literature

Subject: Language Arts

Brief Summary of Unit

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Stage One - Desired Results

Established Goals:

1. With prompting and support, retell familiar stories including key details.
2. Answer questions about key details in a text.
3. With prompting and support, identify characters, settings, and major events in a story.
4. Name the author and illustrator of a story and define the role of each in telling the story.
5. Recognize common types of texts.
6. Ask and answer questions about unknown words in a text.
7. Make connections between the illustrations and the text in a story (read or read aloud).
8. Compare and contrast the adventures and experiences of characters in familiar stories.
9. Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
10. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
11. Actively engage in group reading activities with purpose and understanding.

Understandings:

"Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How does interaction with text provoke thinking and response?
7. Why learn new words?
8. What strategies and resources does the learner use to figure out unknown vocabulary?

Stage Two - Assessment Evidence

Performance Tasks: (informal ongoing assessments)

Daily Routines (Phonological Awareness, Dictation, and Handwriting)

Listening/Reading Comprehension

Reading Fluency

Other Evidence:

Progress Tests

Blackline Masters

Teacher-Selected Material

Student Generated Samples

Stage Three - Learning Plan**Reading**

- **Vocabulary** (derived from each Superkid and their stories, recognition of Memory Words)
- **Comprehension** (generate questions, make and confirm predictions, distinguish between reality and fantasy, draw conclusions, generate questions to determine important ideas, recognize plot, recognize text structure, understand descriptive language, sequence events, visualize, determine cause and effect, identify genre, identify main idea and details, recognize rhyme and rhythm, understand characters, recognize patterns in text, use prior knowledge, compare/contrast, summarize, recall details, describe setting, follow written instructions, associate pictures with words and sentences)
- **Fluency** (speak as a story character, speak with appropriate stress, recite lines of a poem rhythmically, observe punctuation, speak with appropriate pitch and volume, read with natural phrasing and expression)

Units are taught in the following letter progression:*C, O, G, A, D, S, L, I, T, F, E, H, U, B, R, N, M, P, V, W, K, Q, J, X, Y, Z**

1.4 Writing

Subject: Language Arts

Brief Summary of Unit

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Stage One - Desired Results

Established Goals:

1. Use a combination of drawing, dictating, and writing to compose informative/explanatory text.
2. Use a combination of drawing, dictating, and writing to focus on one specific topic.
3. With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
4. Make logical connections between drawing and dictation/writing.
5. With prompting and support, illustrate using details and dictate/write using descriptive words.
6. Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and use end punctuation.
 - Spell simple words phonetically.
7. Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
8. Form an opinion by choosing between two given topics.
9. Support the opinion with reasons.
10. Make logical connections between drawing and writing.
11. Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
12. Establish who and what the narrative will be about.
13. Describe experiences and events.
14. Recount a single event or several loosely lined events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
15. With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.
16. With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
17. Participate in individual or shared research projects on a topic of interest.
18. With guidance and support, recall information from experiences or gather information from provided sources to answer questions.
19. Write routinely over short time frames.

Understandings:

"Students will understand that..."

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Effective research requires multiple sources of information to gain or expand knowledge.

Essential Questions:

1. Why do writers write?
2. What is the purpose?
3. What makes clear and effective writing?
4. Who is the audience?
5. How do grammar and the conventions of language influence spoken and written communication?
6. How does one present findings best?
7. What does a reader look for and how can s/he find it?
8. How does a reader know a source can be trusted?

Stage Two - Assessment Evidence

Performance Tasks: (informal ongoing assessments)

Daily Routines (Phonological Awareness, Dictation, and Handwriting)

Listening/Reading Comprehension

Reading Fluency

Other Evidence:

Progress Tests

Blackline Masters

Teacher-Selected Material

Student Generated Samples

Stage Three - Learning Plan

Writing

- **Handwriting** (letter and word formation, use of proper punctuation and spacing)
- **Expressive Writing** (dictated and independent handwriting practiced in daily routines: lists, labels, captions, facts, sentences, tongue twister, story endings, class story, poems, descriptions, invitations, stories, titles, dialogue, riddles, letters, explanations, posters, get well cards, travel guide, critique, opinions, use of the writing process)

Spelling

- **Encoding** (letters and words, rhyming words, encode a letter for each long vowel sound, plurals, and spell memory words)

***Units are taught in the following letter progression:**

C, O, G, A, D, S, L, I, T, F, E, H, U, B, R, N, M, P, V, W, K, Q, J, X, Y, Z

1.5 Speaking and Listening

Subject: Language Arts

Brief Summary of Unit

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Stage One - Desired Results

Established Goals:

1. Participate in collaborative conversations with peers and adults in small and larger groups.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4. Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
5. Speak audibly and express thoughts, feelings, and ideas clearly.
6. Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Understandings:

"Students will understand that..."

1. Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
2. Effect speakers prepare and communicate messages to address the audience and purpose.

Essential Questions:

1. What do good listeners do?
2. How do active listeners make meaning?
3. How do active listeners know what to believe in what they hear?
4. How do task, purpose, and audience influence how speakers craft and deliver a message?
5. How do speakers employ language and utilize resources to effectively communicate a message?

Stage Two - Assessment Evidence

Performance Tasks: (informal ongoing assessments)

Daily Routines (Phonological Awareness, Dictation, and Handwriting)

Listening/Reading Comprehension

Reading Fluency

Other Evidence:

Progress Tests

Blackline Masters

Teacher-Selected Material

Student Generated Samples

Stage Three - Learning Plan

Listening and Speaking

- Listening for Details and Following Oral Directions
- Discussion Points (helping in the kitchen, how to solve a problem, using polite language, respecting nature, value of simple things, good sportsmanship, ways families show love, using TV time wisely, friendship, being patient, working together, sharing, being unique, asking for help, getting ready, being a good leader, sharing, helping someone feel better, trying new things, being thankful, taking your time, recycling and reusing, and accepting change)

***Units are taught in the following letter progression:**

C, O, G, A, D, S, L, I, T, F, E, H, U, B, R, N, M, P, V, W, K, Q, J, X, Y, Z

