# REGIONAL COMMON CORE LEARNING STANDARDS CURRICULUM

# ENGLISH LANGUAGE ARTS K-12

**Grade Level: K**

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| Reading: Foundational Skills | | | |
| Print Concepts  *RF K.1* | Phonological Awareness  *RF K.2* | Phonics/Word Recognition  *RF K.3* | Fluency  *RF K.4* |
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| Module |  | Reading Complex Texts *RL/RI K..10\** | |  | Writing*W K.1-6, 9, 10; RL/RI K.1-10* | | |  | Shared Research Project *W K.1, 2, 4-9, RL/RI K.1-10* |  |  |
| **The reading and writing experiences included within these modules should be taught in a shared manner with instruction leading toward gradual release of responsib-ility as appropriate to the grade level.** |  | Purpose:To understand the text as a whole through close, analytic, and deliberate reading and rereading. This reading entails the careful gathering of observations about a text, including:Central ideasSupporting detailsMeanings of wordsSequences within a text | |  | Writing to TextsPurpose:Writing in response to text-dependent questions to help students:Generate a deeper understanding of a textBuild writing skills | | **Student-Generated Writing**  **Purpose:**  Opportunities for students to express ideas and experience with the writing process. Includes student choice as much as possible and learning from mentor authors. |  | Purpose: Students use what they have learned from a mentor text to create their own “teaching text” (NYC DOE, 2010-2011) |  |  |
|  | 4-6 Short Texts **(Leveled Texts, Read Aloud Stories or Poetry)** | 1 Extended Text(Read Aloud Stories or Poetry) |  | Routine Writing and Brief Analyses Informal writing in response to text(s)  E.g. notes, summaries, entries in response journals | 1-2 Analyses Formal writing that advances an argument or explains an idea.  Will vary in length based on the questions asked and tasks performed | 1-2 Narratives1 Opinion1 Informative/Explanatory Narrative – To convey experiences  Opinion – To state opinion (K-2) and supply reasons (gr 1-2)  Informative/ Explanatory – Explain an idea/topic |  | 1 Research Writing Experience This can be done through a shared writing experience as well as independent writing.  - Use shared research to answer a question  - Gather information from various sources (e.g. video, texts, audio, websites, etc.) |  |  |
| 1-Literature-Unlocking the Text |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Literature |  | Develop and Convey Under-  standing | Focus on opinions |  |  | Integrate knowledge from sources when composing |  |  |
| 2-Literature-Author’s Craft |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Literature |  | Develop and Convey Under-  standing | Focus on opinion |  |  | Integrate knowledge from sources when composing |  |  |
| 3-Informational Text-Unlocking the Text |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Informa-tional |  | Develop and Convey Under-  standing | Focus on inform and explain |  |  | Integrate knowledge from sources when composing |  |  |
| 4- Informational Text –Author’s Craft |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Informa-tional |  | Develop and Convey Under-  standing | Focus on inform and explain |  |  | Integrate knowledge from sources when composing |  |  |
| 5-Genre |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Literature and/or Informa-tional |  | Develop and Convey Under-  standing | Focus on opinions |  |  | Integrate knowledge from sources when composing |  |  |
| 6-Text Integration/ Literary Analysis |  | Literature: 2-4  Science: 1-2 Social Studies or Arts: 1-2 | Literature and/or Informa-tional |  | Develop and Convey Under-  standing | Focus on inform and explain |  |  | Integrate knowledge from sources when composing |  |  |

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| For Reading and Writing in Each Module (Supporting Standards) | | | | | |
| Cite Evidence  *RL/RI K.1- K.3* | Analyze Content  *RL/RI K.4-10, SL K.2-3* | Study and Apply Grammar  *L K.1-4, SL K.6* | Study and Apply Vocabulary  *L K.3-6* | Conduct Discussions  *SL K.1* | Report Findings  *W K.7, 8; SL K.4-6* |

*\* see modules below for specific focus standards*