

ADOPTED FEBRUARY 2018



# Ohio

Ohio's Model Curriculum  
with Instructional Supports

KINDERGARTEN

## English Language Arts

## Table of Contents

KINDERGARTEN .....	2
Model Curriculum Overview .....	2
Components of the Model Curriculum .....	3
CONTENT ELABORATIONS .....	3
PROGRESSIONS .....	3
Instructional Supports.....	3
Function of the Components and Supports .....	4
Using the Model Curriculum .....	5
Additional Resources to Support the Model Curriculum .....	5
ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE .....	5
ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS .....	6
LEARNING AND DEVELOPMENT STANDARDS.....	6
WITH INSTRUCTIONAL SUPPORTS.....	7
READING LITERATURE STRAND .....	7
READING INFORMATIONAL STRAND.....	15
READING FOUNDATIONAL STRAND .....	23
WRITING STRAND.....	31
SPEAKING AND LISTENING STRAND.....	37
LANGUAGE STRAND .....	41
English Language Arts Model Curriculum Update Writing Team .....	45

# English Language Arts Model Curriculum

## Kindergarten

### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text responds to challenges.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL.3</b> Compare and contrast two or more characters, settings, or points of view within and across texts, analyzing how and why they differ or are similar in light of what the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

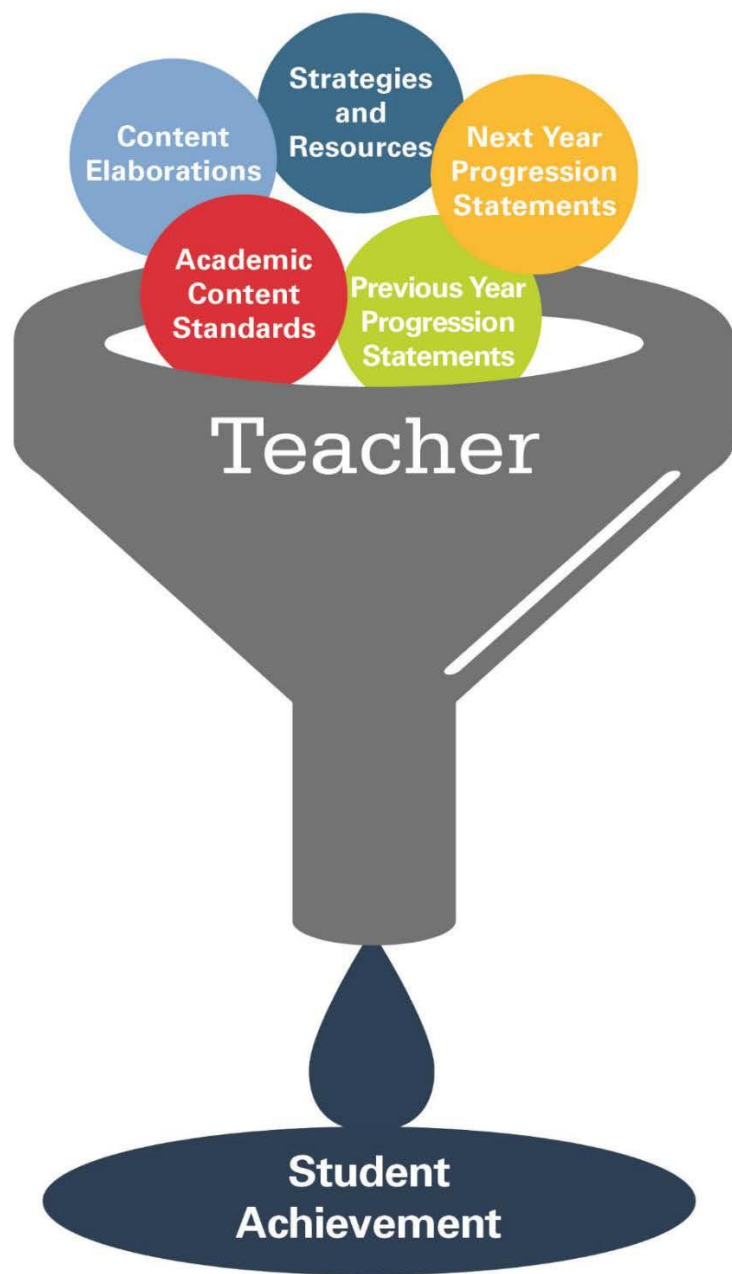
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

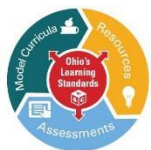
While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies** to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> lesson plans</li> <li><input type="checkbox"/> an exhaustive list of classroom activities per standard</li> <li><input type="checkbox"/> instructional units</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

**LEARNING AND DEVELOPMENT STANDARDS**

[Ohio's Learning Standards Kindergarten through Grade 3](#) address Approaches toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.



# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Kindergarten

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>Text comprehension has been identified as one of the “five essential components” of effective reading instruction (NRP, NICHD). The focus of <b>Key Ideas and Details</b> is that readers will develop the ability to understand the information of what they have read or what has been read to them, given prompting and support. Literary text represents stories that reveal the thoughts and actions of characters. Life, therefore, shapes literature, and literature shapes life.</p> <p>The ability to develop and respond to questions encourages the emergence of critical thinking and aids in literacy development.</p> <p>As the readers are able to retell stories they have heard, it will increase their understanding of text and develop emergent writing skills. By identifying characters, settings, and major events students will develop an understanding of how a story works. As they apply these skills and practice using the academic vocabulary that accompanies literary discussion, their story comprehension will deepen.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students will be expected to independently ask and answer questions about key details in a text. They will supply key details about what has been read and use those details to retell a story and to describe the characters and the setting. They will also begin to look at the overall lesson an author communicates.</p>



	<b>Instructional Supports for the Model Curriculum</b>
	<b>Instructional Strategies</b> <i>This section is under revision.</i>
	<b>Instructional Tools/Resources</b> <i>This section is under revision.</i>

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RL.K.4.</b> Ask and answer questions about unknown words in a text.</p> <p><b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Craft and Structure</b> is for readers to examine and respond to text. Readers increase understanding of the text by examining the author and/or illustrator's intentional choice of craft and structure such as word choice, sensory language, story structure, story development, and illustrations.</p> <p>While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary.</p> <p>The more experience students have in reading common text types, the more successful they will be in writing different genres. Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.</p>

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<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.K.8.</b> (Not applicable to literature)</p> <p><b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Integration of Knowledge and Ideas</b> is that competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</p> <p>Studying images or illustrations in books will enhance and/or explain the messages for the reader by using images or illustrations as cues for the text during reading.</p> <p>Making connections and comparisons between adventures and experiences of characters in familiar stories will develop a fuller and more appropriate conceptualization of stories. Students will determine themes and main topics across different texts and genre.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students will be expected to independently use illustrations and details in a story to describe its characters, setting, or events. They will independently compare and contrast adventures and experiences of characters in stories.</p>

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<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

### **Content Elaborations**

The focus of **Range of Reading and Level of Text Complexity** at this grade level is the exposure of young children to a wide variety of text types and levels. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills.

Discussions about books develop students' awareness of story, increase vocabulary, and promote a love of reading. All of these factors are critical as students begin to develop the skills and desire to read. Giving students the opportunity to interact with the full range of fiction (poetry, story, drama, folklore etc.) enriches their understanding of text and expands the world in which they live. This standard allows the educator to draw on a student's previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

### **Next Grade Level Progression Statement**

**In first grade students will read fictions with increasing complexity. They will work to develop greater connections with text drawing on personal experience and stories they have already heard.**

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



	<b>Instructional Supports for the Model Curriculum</b>
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	<b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i>



**READING INFORMATIONAL STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

**Content Elaborations**

The focus of **Key Ideas and Details** is reading with purpose. It helps the reader focus on content and comprehension. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world.

The ability to develop and respond to questions encourages the emergence of critical thinking and aids in comprehension of key details of informational texts. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts.

As the readers are able to identify the main topic and retell key details of a text, it will increase their understanding of text. Early exposure to informational texts provides the foundation for the demands of reading and writing in later grades.

By describing the connection between two individuals, events, ideas, or pieces of information in a text, it deepens their understanding of the content.

**Next Grade Level Progression Statement**

In first grade students will develop more independence in answering text specific questions. They will begin to read informational text and focus on the main or overall idea. 1<sup>st</sup> grade students will begin to identify connections related to the topic of an informational text.

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	<b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i>

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Craft and Structure</b> is for readers to examine and respond to text. Readers increase understanding of the world by examining informational text. Readers can respond to text when they understand the purpose or reason behind the author's and/or illustrator's intentional choice of craft and structure such as word choice, evidence, and illustrations. Readers begin to understand and use content-specific language as they craft their own texts.</p> <p>While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to an informational text and increase text-related vocabulary.</p> <p>Students will develop an emergent understanding of text features such as front cover, back cover, and title page of book in order to increase comprehension of informational text.</p> <p>Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In first grade, students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Students will develop a greater understanding of the purpose and use of nonfiction text features. Additionally, they will begin to understand the way images and graphics are used to provide additional information in a nonfiction text.</b></p>

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	<b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i>

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Integration of Knowledge and Ideas</b> is that competent readers can synthesize information from a variety of sources including print, audio, and visual. Graphics and illustrations in informational text provide cues for readers. In addition, graphics serve as a scaffold for text comprehension. Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p> <p>Understanding the relationship between the illustrations and text will enhance the reader's comprehension of the informational text.</p> <p>Identifying the text evidence that supports the author's main points will deepen the reader's understanding of the content. Comparing and contrasting two texts on the same topic, such as examining the illustrations, descriptions, or procedures of each text, will develop a fuller and more appropriate conceptualization of text.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students will be expected to independently use images, graphics and information in nonfiction text. They will identify the way an author supports major points in a text. Students will begin to differentiate the similarities in and differences between two texts on the same topic or idea.</p>

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	<b>Instructional Strategies</b> <i>This section is under revision.</i>
	<b>Instructional Tools/Resources</b> <i>This section is under revision.</i>

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RI.K.10</b> Actively engage in-group reading activities with purpose and understanding.

### **Content Elaborations**

The focus of **Range of Reading and Level of Text Complexity** at this grade level is the exposure of young children to a wide variety of informational texts. Informational texts in history/social studies, science, and other disciplines, allow students to build a foundational knowledge in these fields that also will give them the background to be better readers in all content areas. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Giving students the opportunity to interact with and discuss informational texts enriches their understanding and purpose of text while expanding the world in which they live.

### **Next Grade Level Progression Statement**

**In first grade, students will read and listen to a variety of informational texts related to content-specific information.**

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.





	<b>Instructional Supports for the Model Curriculum</b>
	<b>Instructional Strategies</b> <i>This section is under revision.</i>
	<b>Instructional Tools/Resources</b> <i>This section is under revision.</i>

**READING FOUNDATIONAL STRAND**

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b>Print Concepts</b>
<b>Standard</b>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Print Concepts</b> is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.</p> <p>The more readers engage with receptive (reading and listening) and expressive (speaking and writing) language, the greater their understanding of the connection between spoken language and the written word. The written language is constructed of words with a specific sequence of letters and spaces between words.</p> <p>Of the four properties of a letter (name, shape, feel, sound), readers need to recognize and name all upper and lowercase letters. The name is the only concrete property.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students begin to work with the way print is organized. They will become more fluent with the distinguishing features of a sentence (e.g., first word, capitalization, end punctuation).</p>

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	<b><u>Instructional Strategies</u></b> <i>This section is under revision.</i>
	<b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i>

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonological Awareness</i></b>
<b>Standard</b>	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <ul style="list-style-type: none"> <li><b>a.</b> Recognize and produce rhyming words.</li> <li><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</li> <li><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</li> <li><b>d.</b> Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li><b>e.</b> Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</li> </ul>

### **Content Elaborations**

The focus of **Phonological Awareness** is the ability to hear the sounds of a language independent of meaning and visual cues. Phonological awareness occurs explicitly in oral language and is the foundation of literacy. It leads to the ability to recognize and decode printed words, which develops independent readers.

Phonological awareness is a broad term that includes skills such as identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.

Phonological awareness within the Kindergarten standards develops in this progression: 1) recognize and produce rhyming words, 2) count, pronounce, blend, and segment syllables in spoken words, 3) blend and segment onsets and rimes of single syllable words, 4) isolate and pronounce the initial, medial vowel and final phonemes in 3 syllable words, 5) add or substitute individual phonemes in a simple, one syllable words.

In Kindergarten, students should receive phonological awareness instruction daily (either as one lesson or with tasks broken into informal activities throughout the school day) with additional small group instruction for students who need further assistance.

### **Next Grade Level Progression Statement**

**In first grade, students will continue the progression of phonological awareness by demonstrating their understanding of spoken words, syllables, and phonemes. Students will increase their comfort reading CVC words using short vowel sounds.**

They will also begin to understand the vowel, vowel combinations that produce the long sounds. Students will also begin blending and breaking apart words with their knowledge of individual phonemes.

#### Instructional Supports for the Model Curriculum

##### Instructional Strategies

*This section is under revision.*

##### Instructional Tools/Resources

*This section is under revision.*

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonics and Word Recognition</i></b>
<b>Standard</b>	<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li><b>a.</b> Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li><b>b.</b> Associate the long and short sounds with common spellings for the five major vowels.</li> <li><b>c.</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>

### **Content Elaborations**

The focus of **Phonics and Word Recognition** is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common high-frequency words that may or may not be decodable. The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching.

Phonics is the study of grapheme-sound correspondence to decode unknown words. Students will associate the most frequently used consonant sounds, long and short vowel sounds to decode a written word.

Knowledge of common high-frequency words by sight establishes more fluent reading to aid in comprehension of text.

Establishing students' knowledge of word families, rhyming words, or other similarly spelled words will increase reading fluency and aid in comprehension of text.

### **Next Grade Level Progression Statement**

In first grade, students will know and apply grade-level phonics and word analysis skills in decoding words. Grade level phonics includes the ability to know the spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, and know final -e and common vowel team conventions for representing long vowel sounds. It also includes the ability to use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns by breaking the words into syllables, read words with inflectional endings, and recognize and read grade-appropriate irregularly spelled words.

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	<b><u>Instructional Strategies</u></b> <i>This section is under revision.</i>
	<b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i>



<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Fluency</i></b>
<b>Standard</b>	<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Fluency</b> is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.</p> <p>Emergent-reader texts are those consisting of images, images with a single word or phrase, and/or short sentences made up of learned sight words and CVC (consonant-vowel-consonant) words. Through experiences with emergent-reader texts and modeling, students will build fluency skills.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students will read grade-level text with the fluency, appropriate rate, expression, and accuracy, including self-correcting strategies, to support comprehension of text.</p>

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**WRITING STRAND**

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Text Types and Purposes</i></b>
<b>Standards</b>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Text Types and Purposes</b> is that writers share information, opinions, and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose. Student writers explore and mirror the elements they find in the fictional and informational texts with which they interact. As long as writing remains a natural, purposeful activity, made available without threat, then student writers will be willing to practice it and consequently learn.</p> <p>Writing occurs in developmental stages: emergent, early, developing, transitional, expanding, bridging, and conventional. Therefore, the kindergarten standards encourage students to communicate ideas (opinions, informative/explanatory, or narrative) through the developmental progression of emergent writing skills such as drawing, talking, labeling, dictating, and written words.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students are expected to write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. They will write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. Students will write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

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<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Production and Distribution of Writing</i></b>
<b>Standards</b>	<p><b>W.K.4</b> (Begins in grade 3)</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Production and Distribution of Writing</b> is the process of collaboration and discussion to improve the quality of student writing as they prepare their finished piece. Sharing personal writing with others gives student writers a sense of pride and purpose for their work. In addition, this reinforces the reading-writing connection; as students share their work they revise their understanding of how print carries messages (writing) that must be understood (reading) by others.</p> <p>The teacher and students should build a writing community in order to strengthen students' ability to communicate an idea and give/receive feedback in order to improve their writing.</p> <p>Ohio's current academic content standards for technology ask students to show familiarity with keyboard functions beginning in kindergarten. Through shared experiences with peers and adults, kindergarten students should be exposed to a variety of digital tools to produce and publish their writing including, but not limited to drawing, labeling, dictation, and written word.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In first grade, students are expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with the guidance and support from adults. Students use a variety of digital tools to produce and publish writing.</b></p>

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<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build Knowledge</i></b>
<b>Standards</b>	<p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.K.9</b> (Begins in grade 4)</p> <p><b>W.K.10</b> (Begins in grade 3)</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Research to Build Knowledge</b> is that writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p> <p>Student readers and writers must understand that research is a tool to build knowledge. It is important to tap the curiosity students bring through the door by providing scaffolding for research. Guiding the listening, looking and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students will work with their peers in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Using their background knowledge students will answer content specific questions based on what is being read.</p>



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**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b>	<p><b>SL.K.1</b> Participate in collaborative conversations about <i>kindergarten topics and texts</i> with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of Comprehension and Collaboration is to develop an understanding of the importance of strong speaking and listening skills that are critical for learning, communicating, and allowing us to understand our world better. The Speech Communication Association notes that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. Because oral communication lays the foundation for written expression, it is imperative to establish strong speaking and listening skills.</p> <p>Kindergarten students begin to develop an understanding of the importance of communicating with a purpose within the classroom. Like writing, speaking is a composition process with formal and informal structures (i.e. student led and teacher led activities). Most often students at this level are involved in informal speaking situations. It is the responsibility of the teacher to create a classroom atmosphere that promotes active participation by all students in classroom talk.</p> <p>When students talk with one another, they develop the skills of questioning and elaboration and are able to reflect on a range of ideas. Classroom talk helps children to think and learn about specific topics and texts. Through modeling, teachers foster an environment that encourages students to ask and answer questions by facilitating learning using the inquiry process.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In first grade, students are expected to participate in collaborative conversations with peers. They share observations, opinions, and knowledge using appropriate discussion strategies. They use their listening skills to integrate and increase</b></p>

their understanding and ask topic specific questions.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

*This section is under revision.*

### Instructional Tools/Resources

*This section is under revision.*

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Presentation of Knowledge and Ideas</b> is to develop proficient speakers who make deliberate choices regarding language, content, and media to capture and maintain the audience in order to convey their message. Students need to understand and be provided with opportunities to use speaking and listening to achieve specific purposes: to inform, to persuade, to inquire, and to solve problems.</p> <p>Through questioning and facilitating conversations, teachers can encourage students to elaborate and provide additional details when describing people, places, things, and events.</p> <p>Kindergarten students are developing their communication skills through drawings and other forms of media displays, which enhance their ability to convey meaning beyond oral expression. Media displays may include, but are not limited to, pictorial representations, technology, paintings, and collages. This process lays the foundation for adding detail to written expression.</p> <p>Young children can use descriptive language in authentic and purposeful ways to express thoughts, feelings, and ideas clearly.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In first grade students are more elaborate in their descriptions of people places and things by using more details as they speak. They will be encouraged to share their thoughts in full sentences that are understandable by their peers. They will increase their vocabulary range when using descriptors and providing additional details.</b></p>	

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**LANGUAGE STRAND**

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use interrogatives (question words) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel phonemes (sounds).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Conventions of Standard English</b> is to understand and apply the rules of standard English in order to achieve effective oral and written communication. Language is an essential tool for understanding our world.</p> <p>Beginning writers often use gross approximations of letter forms, invented words, and make-believe sentences in their work. These approximations become more refined as these writers are encouraged to read their work aloud to a peer or adult.</p> <p>In this work, specific Conventions of Standard English (punctuation, plurals) can be focused on and incorporated into the authentic writing. Daily writing for a variety of purposes is critical to the development of convention and grammatical knowledge.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students focus on more complex grammatical constructions (such as complex sentences), punctuation (quotation marks, underlining, commas) to communicate text, and use of conventional spellings (words with common spelling patterns and high-frequency words).</p>

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Strand	Language
Topic	<b>Vocabulary Acquisition and Use</b>
Standards	<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</li> </ul> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</li> </ul> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The focus of <b>Vocabulary Acquisition and Use</b> is that vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Words are powerful and early childhood is a significant time of building vocabulary acquisition and use, leading to long-term student achievement.</p> <p>Young learners acquire vocabulary through language rich environments by participating in conversations, shared language experiences, reading, and responding to texts with scaffolding and support. These experiences support students in clarifying unknown words, multiple meanings of words, and relationships between words.</p> <p>Young students often overgeneralize the rules of English, for example in expressing past tense –ed gets added to any verb (go-ed for went, think-ed for thought). In the beginning, this overgeneralization shows that students have internalized that specific rule. Providing language for the exceptions will expand their vocabulary.</p>



<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Vocabulary Acquisition and Use</i></b>
	<p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In first grade, students clarify the meaning of words using a wider variety of strategies to also include the use of context clues and understanding of root words. Students will demonstrate understanding of word relationships by sorting words, defining them based on key attributes, and expand their word usage by using nuances of a given word to communicate a more detailed and descriptive message. Students will expand their response to include evidence supporting their message.</p>

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## English Language Arts Model Curriculum Update Writing Team

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