



Colonial Elementary School Language Arts Curriculum



Curriculum Components of the CSD Language Arts Curriculum

Colonial School District's curriculum is built on the principles of a comprehensive, balanced approach to literacy. Students engage daily in shared reading and writing experiences that lead to guided and independent practice of these literacy skills and strategies. The curriculum provides opportunities for teachers to guide, encourage and challenge students as they progress towards becoming successful, independent learners.

The CSD LA curriculum is designed as a continuum from kindergarten to grade five. It is based on child development theory and reflects a range of skills and strategies to help ensure that all students are college and career ready in literacy no later than the end of high school.

Furthermore, the curriculum is also reflective of the guidelines set forth by the U. S. Department of Education, National Reading Panel and the Pennsylvania Department of Education.

The CSD Language Arts curriculum articulates the following goals for all students to independently use their learning to:

- 1. Comprehend and evaluate complex texts across a range of types and disciplines/content areas.**
- 2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.**
- 3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.**
- 4. Communicate effectively for varied purposes and audiences.**
- 5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.**

Decoding/Structural Analysis

Students use knowledge of structural features of spoken and written language, word analysis, and context clues to decode and understand words. This includes high frequency sight words, spelling patterns, letter/sound correspondence and word structures (root words, prefixes, suffixes and syllables) to decode unknown words including multi-syllable words. Students read more complex and irregularly spelled words.

Fluency/ Self Monitoring Comprehension

Students read familiar text with appropriate rate, expression, and attention to punctuation. Students recognize and monitor mistakes and make self-corrections; reread to clarify meaning; adjust rate of reading speed to gain meaning, monitor reading to make sure text makes sense and revise predictions while reading.

Vocabulary

Students acquire a vocabulary consisting of sight words and new vocabulary learned in the context of subject areas. They determine the meaning of unknown words by using context clues and/or a dictionary as appropriate. Students discuss and demonstrate understanding of the meaning of unknown words as they are encountered in books. Students use new vocabulary across all content areas.

Comprehension

Students demonstrate an understanding of both fiction and informational text by engaging in discussion, retelling a story in a sequential order, summarizing information, identifying essential information from nonfiction text such as the main idea and details/facts, distinguishing fact from opinion, and answering comprehension questions based on the material read.

Students examine literary elements in stories such as characters, setting, plot, theme, dialogue, author's viewpoint/message, and figurative language. Students read text using a variety of strategies to gain meaning such as: revising predictions, rereading to clarify meaning, generating questions, visualizing, making inferences, drawing conclusions, identifying cause and effect relationships, and citing evidence to support assertions. Students extend the meaning of text both verbally and in writing.

Research

Students select and refine a topic for research. Students locate information using a variety of sources and strategies for a particular task. They learn to organize and present main ideas from research orally and in writing. Students are taught to credit sources of information. Students use digital media to locate information that reflects learning in the 21st century.

Word Study

A core set of words are used to help student learn strategies to investigate how words work and explore spelling patterns which supports fluency in reading and writing.

Writing

Students write to specific topics, both assigned and self-selected, and develop their ideas with a specific point. They write using various modes (narrative, informational, opinion writing and poetry). Students apply the writing process: planning, drafting, conferring, revising and editing. Students further develop an awareness of the qualities of writing (focus, content, organization, style and conventions) by using authors as mentors, participating in strategic lessons and teacher/peer conferences to support their writing skills.