

Cumberland County Schools
Parent Curriculum Guide

**Extended
Common Core
Standards**



Kindergarten

EXTENDED ENGLISH LANGUAGE ARTS

The elementary extended language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening and language, they are able to exhibit an understanding of increasingly complex skills. The following extended standards define what students should understand and be able to do by the end of the year.

Reading: Literature

Key Ideas and Details

1. With prompting and support, answer questions about key details in a familiar story.
2. With prompting and support, identify key details in a familiar story.
3. With prompting and support, identify characters in a familiar story.

Craft and Structure

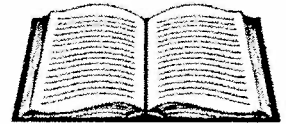
4. With prompting and support, ask a reader about unknown words in a text.
5. Recognize familiar texts (e.g., storybooks, poems).
6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

Integration of Knowledge and Ideas

7. With prompting and support, match illustrations with parts of familiar stories.
8. (Not applicable to literature)
9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities for a clearly stated purpose (e.g., Listen while I read so you can tell me your favorite part).



Reading: Informational Text

Key Ideas and Details

1. With prompting and support, answer questions about key details in a familiar text.
2. With prompting and support, identify key details in familiar text.
3. With prompting and support, identify individuals, events or ideas in a familiar text.

Craft and Structure

4. With prompting and support, ask a reader about unknown words in a text.
5. Identify the front cover of the book.
6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

Integration of Knowledge and Ideas

7. With prompting and support, match illustrations with parts of familiar text.
8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).
9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities for a clearly stated purpose (e.g., Listen to the story so you can tell me who the main characters are).



Reading: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Understand that books are read one page at a time from beginning to end.
 - b. Understand that print is written left to right.
 - c. Understand that print is written top to bottom.
 - d. Recognize and name 14 or more uppercase letters of the alphabet in context.
 - e. Recognize and name 4 or more lowercase letters of the alphabet in context.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize spoken rhyming words.
 - b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).
 - c. Recognize single syllable spoken words with the same onset (beginning sound).

Phonics and Word Recognition

3. Apply letter name and letter-sound knowledge when decoding words.
 - a. Recognize own name in print.
 - b. Recognize other written words that begin with the same letter as own name.
 - c. Identify written words that start with the same letter in own name.
 - d. Recognize sound of first letter in own name.
 - e. Recognize other words that begin with the same sound as own name.

Fluency

4. Engage in independent study of books (e.g., studies book pages one page at a time).

Writing

Text Types and Purposes

1. Select a book and use drawing, dictating, or writing* to state an opinion about it.
2. Select a topic and use drawing, dictating, or writing* to compose a message about the topic.
3. Select an event and use drawing, dictating, or writing* to compose a message about the event.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, add more information to own written message to strengthen it.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

Research to Build and Present Knowledge

7. Participate in shared writing about:
 - a. familiar topics.
 - b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).
8. With guidance and support from adults, identify information, objects, or events that relate to own experiences.
9. (Begins in grade 4)

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

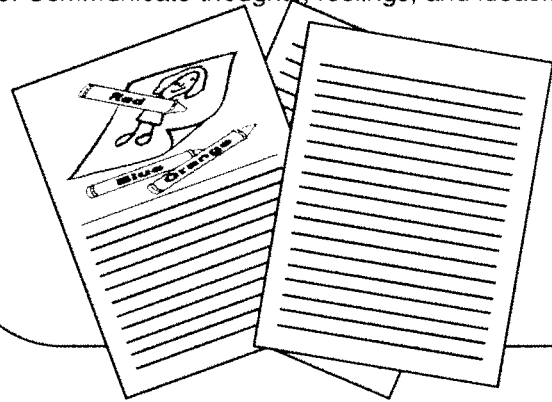
Speaking and Listening

Comprehension and Collaboration

1. Participate in communicative exchanges:
 - a. Participate in multiple exchanges with adult communication partners.
 - b. Communicate directly with peers.
2. Answer questions about key details from books read aloud by others or presented through other media.
3. Ask for help when needed.

Presentation of Knowledge and Ideas

4. Identify familiar people, places, things, and events.
5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.
6. Communicate thoughts, feelings, and ideas...



Language

Conventions of Standard English

1. Demonstrate understandings of standard English grammar usage when communicating.
 - a. Use frequently occurring nouns and verbs.
 - b. Understand question words (interrogatives) (e.g., who, what, where, when, why, how).
 - c. Link two or more words together in own communication.

Vocabulary Acquisition and Use

2. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
3. With guidance and support from adults, explore word relationships.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).
4. Use words appropriately across context.

EXTENDED MATHEMATICS

The elementary extended mathematics curriculum is designed to develop deep understanding of foundational math ideas. The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics.

Counting and Cardinality

Know number names and the count sequence

1. Understand number words as representing a quantity.
2. Understand the concept of "one" and "more".
3. Count forward using the 1-10 sequence.
4. Write or use an alternative pencil to write numbers 0-10.

Count to tell the number of objects

5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.
 - a. When counting objects, indicate the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger
6. Count to answer "how many?" questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects., count out that many objects.

Compare numbers

7. Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting strategies

Measurement and Data

1

Describe and compare measurable attributes

1. Compare the length of two objects using direct comparison.
2. Use appropriate vocabulary to describe differences in length (e.g., longer/ shorter).

Concepts added at this grade to begin development of background knowledge for concepts developed in later grades.

3. Use the words, before/after, now/later, soon/never to refer to personal activities and events (time concepts).
4. Understand first-then schedule (time concepts).

2

Sort objects and count the number of objects in each category

5. Identify objects as "same" or "different."
6. Recognize similarities and differences between objects (attribute).
7. Sort objects according to attribute and count "how many" in sets (1-5 objects per set).

3

Geometry

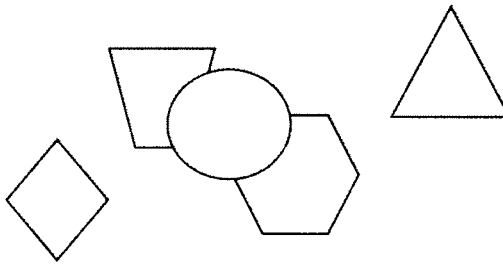
Identify and describe shapes (squares and circles)

1. Describe objects in the environment using names of shapes.

2. Describe the relative position of objects using terms such as in, on, out, under, off to locate objects.

Compare Shapes

3. Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).



EXTENDED SCIENCE

Students in kindergarten begin their science studies by using their five senses to observe animals, earth materials, weather, and other objects. The class setting should provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. Young students' natural curiosity leads them to investigate the world by observing and manipulating common objects and materials in their environment.

Physical Science

Forces and Motion

Identify positions and motions of familiar objects in the environment

1. Locate familiar objects in the environment.
2. Indicate the movement of objects in the environment to demonstrate motion (to include falling to the ground when dropped): straight, back and forth, fast, and slow
3. Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

Properties and Change

Identify objects by their physical properties

1. Identify objects by their physical properties as "same" or "different."
2. Sort objects by observable physical properties (including size, color, shape and texture).

Earth Science

Earth Systems, Structures, and Processes

Explore changes when manipulating objects

1. Use objects to make things happen (cause/effect).
2. Compare characteristics of objects through observation and action.
3. Combine objects to create different effects.

Life Science

Structures and Functions of Living Organisms

Understand basic categories such as plants, animals, people, and objects

1. Identify animate (moving) and inanimate objects.
2. Identify plant versus animal.
3. Categorize things as plant, animal, person, or object.

Ecosystem

Use observation skills to attend to the environment

1. Use one or more of the senses to shift attention between a person and objects or events.
2. Describe shared objects and events using attributes (big/small, circle/square, red, green, blue), and location (in, on, out, under, off, beside, behind).

EXTENDED SOCIAL STUDIES

Students in grades K-2 are introduced to an integrative approach to social studies by exploring aspects of self, others, families, and communities in developmentally responsive ways. K-2 students develop geographic awareness of their surroundings and process information about locations within their classrooms.

Geography and Environmental Literacy



Identify location of familiar objects in the classroom

1. Locate areas of the classroom.
2. Locate familiar objects in the environment.
3. Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

Economics and Financial Literacy

Identify needs of individual and family

1. Identify the needs of a family.
2. Communicate personal needs.



Civics and Governance

Understand expectations of participating in a group

1. Demonstrate joint attention with a peer.
2. Follow simple classroom expectations (e.g., keep hands and feet to self, stay in you place, do your work).

