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| **English/Language Arts Kindergarten** | | |
| Course Big Ideas  Students will be able to:   1. Use appropriate strategies to construct meaning and a working knowledge of concepts of print, alphabetic principle, and other basic conventions. 2. Read and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and make connections among ideas and between texts with a focus on textual evidence. 3. Actively and skillfully interpret, analyze, evaluate, and synthesize information to enhance one’s ability to express ideas and information. 4. Produce writing to address a task, purpose, and perspective through gathering evidence and research to create a clear and coherent message for an intended audience. 5. Present appropriately in formal speaking situations, listening critically and respond intelligently as an individual or in group discussions. | | |
| **PA Core Standards** | **Skills/Competencies** | **Content/Topics** |
| *1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.*  **CC.1.1.K.A**- Utilize book handling skills.  **CC.1.1.K.B-** 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.   **CC.1.1.K.C –** 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 CVC words.   **CC.1.1.K.D –** Know and apply grade-level phonics and word analysis skills and 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.   **CC.1.1.K.E -** Read emergent reader text with purpose and understanding.  *1.2 Reading Informational Text*  *Students read, understand, and respond*  *to informational text—with an emphasis on comprehension,*  *vocabulary acquisition, and making*  *connections among ideas and between*  *texts with a focus on textual evidence.*  **CC.1.2.K.A-** With prompting and support, identify the main idea and retell key details of text.  **CC.1.2.K.B-** With prompting and support, answer questions about key details in text.  **CC.1.2.K.C –** With prompting and support, make a connection between two individuals, events, ideas or pieces of information in a text  **CC.1.2.K.E –** Identify parts of a book (title, author) and parts of a text (beginning, end, details)  **CC.1.2.K.F –** With prompting and support, answer questions about unknown words in an text.  **CC.1.2.K.G –** Answer questions to describe the relationship between illustrations and the text in which they appear.  **CC.1.2.K.H –** With prompting and support, identify the reasons an author gives to support points in a text  **CC.1.2.K.I –** With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.  **CC.1.2.K.J –** Use words and phrases acquired through conversations, reading and being read to and responding to texts.  **CC.1.2.K.K –** Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content  **CC.1.2.K.L –** Actively engage in group reading activities with purpose and understanding.  *1.3*  *Reading Literature*  *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.*  **CC.1.3.K.A –** With prompting and support, retell familiar stories including key details.  **CC.1.3.K.B –** Answer questions about key details in a text.  **CC.1.3.K.C –** With prompting and support, identify characters, settings and major events in a story.  **CC.1.3.K.D –** Name the author and illustrator of a story and define the role of each in telling the story.  **CC.1.3.K.E –** Recognize common types of text.  **CC.1.3.K.F –** Ask and answer questions about unknown words in a text.  **CC.1.3.K.G –** Make connections between the illustrations and the text in an story (read or read aloud)  **CC.1.3.K.H –** Compare and contrast the adventures and experiences of characters in familiar stories.  **CC.1.3.K.I –** Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.  **CC.1.3.K.J –** Use words and phrases acquired through conversations, reading and being read to and responding to texts.  **CC.1.3.K.K –** Actively engage in group reading activities with purpose and understanding  *1.4*  *Writing*  *Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*  **CC.1.4.K.A –** Use a combination of drawing, dictating and writing to compose informative/explanatory texts.  **CC.1.4.K.B –** Use a combination of drawing dictating and writing to focus on one specific topic.  **CC.1.4.K.C –** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.  **CC.1.4.K.D** – Make logical connections between drawing and dictation/writing.  **CC.1.4.K.E –** With prompting and support, illustrate using details and dictate/write using descriptive words.  **C.C.1.4.K.F** – 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.   **CC.1.4.K.G –** Use a combination of drawing, dictating and writing to compose opinion pieces on familiar topics  **CC.1.4.K.H –** Form an opinion by choosing between two given topics  **CC.1.4.K.I –** Support the opinion with reasons  **CC.1.4.K.J –** Make logical connections between drawing and writing.  **CC.1.4.K.L –** 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 the use end punctuation. * Spell simple words phonetically.   **CC.1.4.K.M. –** Use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.  **CC.1.4.K.N –** Establish who and what the narrative will be about  **CC.1.4.K.O. –** Describe experiences and events.  **CC.1.4.K.P –** Recount a single event or several loosely linked events, tell about the events in order in which they occurred and provide a reaction to what happened.  **CC.1.4.K.R –** Demonstrate a grade appropriate command of the conventions of standard English, usage, capitalization, punctuation and spelling   * Capitalize the first word in a sentence and the pronoun I. * Recognize the use end punctuation. * Spell simple words phonetically.   **CC.1.4.K.T –** With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.  **CC.1.4.K.U –** With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.  **CC.1.4.K.V –** Participate in individual or shaped research projects on a topic of interest.  **CC.1.4.K.W –** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.  **CC.1.4.K.X –** Write routinely over short time frames.  *1.5 Speaking and Listening*  *Students present appropriately in formal speaking situations, listening critically and respond intelligently as individual or in group discussions.*  **CC.1.5.K.A –** Participate in collaborative conversations with peers and adults in small and larger groups.  **CC.1.5.K.B –** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **CC.1.5.K.C –** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **CC.1.5.K.D –** Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.  **CC.1.5.K.E –** Speak audibly and express thoughts, feelings, and ideas clearly.  **CC.1.5.K.G –** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content. | **CC.1.1.K.A**-  Identify features of a book (front, back, right side up)  Holds book front facing, right-side up  **CC.1.1.K.B-**  Identify parts of a book (e.g. front, title, author, illustrator, title page, page numbers)  Demonstrates tracking of print from left to right, top to bottom, and page by page  Identify uppercase and lowercase letters    Recognize environmental print    Recognize that spoken words and written language are represented by specific sequence of letters  Identify letters in words  Identify words in a sentence are separated by spaces  Identify features in a sentence (first word, capitalization, ending punctuation)    **CC.1.1.K.C –**  Identify, count, pronounce, blend, and segment syllables in spoken words  Blend and segment single syllable words    Isolate, identify, and pronounce initial, medial vowel, and final sounds in three-phoneme  (CVC) words  Identify, segment, and blend onsets and rimes in spoken words  Blend sounds/phonemes into recognizable words  Recognize and produce rhyming words    Demonstrates tracking of sounds in a syllable    Count number of syllables in a word    Discriminates between letters and words in a sentence  Recognize and use simple phonograms with a  VC pattern  **CC.1.1.K.D –**  Demonstrates one-to-one letter-sound correspondence    Hear syllable and say it aloud    Clap syllables in a word    Form plural nouns orally by adding /s/ or /es/    Recognize and use beginning consonant sounds and the letters that represent them when reading  Recognize simple CVC words (cat, sun)    Distinguish between similarly spelled words by identifying the sounds of the letters that differ  Demonstrate automaticity in the identification of common high-frequency sight words  **CC.1.1.K.E -**  Read emergent-reader text orally with purpose and understanding  Read on-level text orally with accuracy    Use context to confirm or self-correct word recognition and understanding, rereading as necessary  Acquire new vocabulary through repeated readings of same text    **CC.1.2.K.A-**  Identify main idea found in informational text    Retell key details found in informational text    **CC.1.2.K.B-**  Make predictions based on text information    Answer questions about key details in a text    Use new words found in informational text when answering questions  Answer who, what, when, why and how questions about an informational text  Use illustrations to answer questions    Summarize a familiar informational text    **CC.1.2.K.C –**  Compare and contrast people, places, events, or ideas found in familiar texts    Make inferences when reading informational text    Identify recurring characters  **CC.1.2.K.E –**  Identify parts of a book (title, author, illustrator, cover, title page, table of contents)  Identify organizational structure of an informational text (beginning, middle, end, details)    **CC.1.2.K.F –**  Ask and answer questions to make sense of unknown words or phrases    Use new words when discussing text    **CC.1.2.K.G –**  Use illustrations to clarify meaning    Use illustrations to reinforce, confirm understanding of printed text    Use details from illustrations to support answers    **CC.1.2.K.H –**  Identify the reasons an author presents that support a particular point  **CC.1.2.K.I –**  Compare and contrast ideas and details presented in two texts on the same topic    **CC.1.2.K.J –**  Use grade-level content vocabulary when reading and discussing informational text  Name synonyms and antonyms for common grade-level words    **CC.1.2.K.K -**  Use picture clues to determine meaning of a word or phrase  Use the context of a sentence to determine the meaning of a word    Group words, pictures, and/or objects by category (semantic features, purposes, etc.)    Identify new meanings for familiar words and apply them accurately    Use the most frequently occurring inflections and affixes (-ed, -s, re-, un-, pre-) as a clue to the meaning of an unknown word  **CC.1.2.K.L –**  Demonstrate listening and reading comprehension of grade-level non-fiction and informational text  Identify main idea and key details found in informational text      **CC.1.3.K.A –**  Retell familiar stories  Identify key details found in a familiar literary text  Name the problem found in a literary text  **CC.1.3.K.B –**  Draw conclusions based on information from  literary text  Answer questions about key details in a literary text  Summarize a familiar story  Answer who, what, where, when, why, and how questions about a literary text  Make inferences based on information found in literary text  **CC.1.3.K.C –**  Identify the main characters found in literary text  Identify problems that occur in a story  Identify major events found in literary text  Identify setting of a story  Sequence the beginning, middle, and end of a story  Name a story’s author and illustrator      **CC.1.3.K.D –**  Explain what an author does and how it is different from an illustrator    Recognize some authors by the style of their illustrations, their topics, or the characters they use  Identify how texts differ from each other  **CC.1.3.K.E –**  Distinguish between fiction and non-fiction text  Compare different versions of the same story, rhyme, or traditional tale  Distinguish between realistic fiction and fantasy  Use specific vocabulary to talk about texts (author, illustrator, cover, picture book, information books, character, problem)  Ask and answer questions to make sense of unknown words found in literary text    **CC.1.3.K.F –**  Use illustrations to make sense of literary text  **CC.1.3.K.G –**  Use illustrations to confirm/reinforce understanding of literary text  Use illustrations to clarify meaning  Compare and contrast adventures, events, or experiences by characters in familiar stories    **CC.1.3.K.H –**  Compare and contrast adventures, events, or experiences by characters in familiar stories  Retell problems or events in a story  Make predictions about what a character is likely to do    **CC.1.3.K.I –**  Use picture cues to determine meaning of a word or phrase  Use the context of a sentence to determine the meaning of a word    **CC.1.3.K.J –**  Use grade-level content vocabulary when reading and responding to literary text  Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases  **CC.1.3.K.K –**  Demonstrate listening and reading comprehension of grade-level literary text  Identify plot, setting, and character traits in a literary text  **CC.1.4.K.A –**  Compose informative/explanatory texts using a combination of drawing and writing    **CC.1.4.K.B –**  Draw picture, and/or dictate or write a sentence about a topic  **CC.1.4.K.C –**  Compose informative/explanatory text/drawings with facts and/or details on a chosen topic  **CC.1.4.K.D –**  Explain connection between drawing and writing    **CC.1.4.K.E –**  Draw, dictate, and/or write to describe a person, place, or thing  Write a series of simple thoughts in logical order    **C.C.1.4.K.F –**  Capitalize the first word in a sentence when writing  Capitalize the pronoun “I” when writing  Recognize and use end punctuation (periods, exclamation points, and question marks)  Spell simple words phonetically when writing  **CC.1.4.K.G –**  Express an opinion orally, in writing, or in pictures about stories, characters, and/or poems and provide reasons to support the opinion    **CC.1.4.K.H –**  Choose between two given topics and explain why the choice was made    **CC.1.4.K.I –**  Choose between two given topics and explain why the choice was made    **CC.1.4.K.J –**  Explain the connection between drawing and writing  **CC.1.4.K.L –**  Capitalize the first word in a sentence when writing  Capitalize the pronoun “I” when writing  Recognize and use end punctuation (periods, exclamation points, and question marks)  Spell simple words phonetically when writing  **CC.1.4.K.M. –**  Draw, dictate, and/or write a story about real or imagined people, places, or events  **CC.1.4.K.N –**  Draw or write narrative text that tells a story about a person  **CC.1.4.K.O. –**  Describe an experience or an event  Describe the thoughts and feelings experienced during an event  **CC.1.4.K.P –**  Write and/or draw narrative text that describes an event in the order in which things occurred    **CC.1.4.K.R –** Capitalize the first word in a sentence when writing  Capitalize the pronoun “I” when writing  Print upper and lower case letters proportionally, using manuscript print  Recognize and use end punctuation (periods, exclamation points, and question marks)  Spell simple words phonetically when writing  **CC.1.4.K.T –** Prepare drafts for publication using the writing process (drafting, conferencing, revising)  Revise writing by adding details or missing information  Evaluate own writing and writing of others  Generate ideas through talk with peers and teacher  **CC.1.4.K.U –** Use technology to compose texts/draw story elements  **CC.1.4.K.V –**  Tell about a topic of interest  Use some details from texts in groups or independently  **CC.1.4.K.W –**  Generate and expand ideas through talking with peers and teacher  Gather information to answer a question  Use question words when gathering information (who, what, where, when, why, how)  Interpret artistic images and informational visuals (charts, graphs) when gathering information  Identify print and non-print media formats  **C.C.1.4.K.X –**  Write for a specific purpose  **CC.1.5.K.A –**  Ask questions and provide answers to questions during discussions  Demonstrate agreed upon rules for small group and whole group discussions  Demonstrate turn taking during conversations and/or discussions  Respond appropriately to others when in small group and large group situations  **CC.1.5.K.B –**  Ask clear questions about a text’s main idea and/or details  Answer questions offering appropriate details  **CC.1.5.K.C –**  Ask questions when meaning is lost or understanding is interrupted  **CC.1.5.K.D –**  Explain and describe people, events, and objects  Use props or illustrations to add meaning to a presentation  **CC.1.5.K.E –**  Speak clearly and fluently using appropriate volume, rate, pitch, phrasing, expression, and projection  **CC.1.5.K.G –**  Use complete sentences and English language conventions while speaking  Use grade-level vocabulary words appropriately when talking about texts (author, title, illustrator) | **1.1 Foundational Skills**  **Concepts of Pr**int   * Parts of a book (front cover, back cover, title page, page numbers) * Book handling (front, back, right-side up) * Identify title, author, and illustrator * Reading left to right, top to bottom * Identify and distinguish between letters, words, and sentences * Track print * Recognize first name in print * Uppercase and lowercase letters * Alphabetic order * Environmental print (signs, labels)   **Phonological Awareness**   * Identify and produce rhyming words in response to an oral prompt * Distinguish rhyming word pairs from non-rhyming word pairs * Track and represent changes in simple syllables and words with two and three sounds * Count each syllable in each spoken word * Segment and blend syllables in spoken words * Segment and blend onset and rime in one-syllable words. * Recognize and produce words with the same sounds   **Phonemic Awareness**   * Isolate and identify initial, final, and medial sounds within spoken words * Blend sounds orally to make words or syllables * Segment a word or syllable into sounds * Count sounds in spoken words or syllables and syllables and words * Manipulate sounds in words (add/delete and/or substitute phonemes * Distinguish long- and short- vowel sounds in orally stated single- syllable words   **Phonics**   * Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters: as letters change, so do sounds * Know sound- letter relationships and match sounds to letters * Generate sounds from letters and blend those sounds to decode: * Consonants, consonant blends, and consonant digraphs * Short and long vowels * Phonograms/word families   **Word Structure**   * Decode multisyllabic words with common word parts and spelling pattern.   **Decoding Strategies**   * Bending strategies; apply knowledge of sound-letter relationships to decode unfamiliar words * Apply knowledge of word structure to decode unfamiliar words * Use context along with sound-letter relationships and word structure to decode   **Fluency**   * Practice fluency * Read regularly and/with comprehension independent-level material * Read silently for increasing periods of time       **1.2 Reading Informational Text**    **Comprehension Concepts**   * Predict and set purpose to guide reading * Use background knowledge before, during, and after reading * Question before, during, and after reading * Recall and retell stories * Text structure (nonfiction- cause/effect, chronological, compare/contrast) * Story structure   (plot, problem/solution)   * Categorize and classify * Follow directions/steps in a process * Sequence of events * Main Idea and supporting details * Draw conclusions * Identify author’s purpose and point of view * Identify parts of the book, parts of a text * Answer questions about unknown words within a text and relationship between illustrations and the text.   **1.3 Reading Literature Comprehension Concepts**  • Identify types of everyday print material (story books, poems, etc.)   * Recognize characteristics of a variety of genre * Distinguish common forms of literature * Identify characteristics of literary texts, including fantasy, tradition tales. * Identify characteristics of nonfiction texts (biographies) and of poetry and songs (nursery rhymes) * Analyzing literary elements: Characters (compare/contrast), plot, and plot structure (beginning, middle, end), setting, theme * Answer questions about unknown words within a text, multiple meaning words, and relationship between illustrations and the text. * Actively engage group reading to set purpose to guide reading and understanding * Identify parts of a book, name author/illustrator, and define the role of each. * Determine important information * Key ideas and details * Ask and answer questions * Summarize * Compare and contrast * Make inferences * Make predictions * Recall and retell * Draw conclusions * Picture clues   **1.4 Writing**   * Use a combination of drawing/illustrations, dictating, using descriptive words, and writing to make logical connections on familiar topics.   **Informative/Explanatory Writing**   * Focus (one specific topic) * Content one or more facts/descriptors) * Organization (logical order – beginning, middle, end) * Style (precise language, sentences of varying length) * Conventions   (spelling/grammar/punctuation)  **Opinion/Argument Writing**   * Focus (one specific topic/opinion) * Content (one or more reasons) * Organization (logical order – opinion, reason) * Style (precise language, sentences of varying length) * Conventions   (spelling/grammar/punctuation)  **Narrative Writing**   * Focus (one specific topic) * Content (one or more details) * Organization (logical order – beginning, middle, end) * Style (precise language, sentences of varying length) * Conventions   (spelling/grammar/punctuation)  **Grammar**   * Sentences * Types of sentences * Nouns * Verbs and verb tenses * Pronoun “I” * Capitalization: first word in a sentence, own name, and “I” * Spelling: simple words and phonetically * Punctuation: end punctuation (period, question mark, exclamation mark)     **Writing Process**   * Prewriting, drafting, revising, editing, and publishing. * Writing process completed with guidance from adults and peers through questions and suggestions to strengthen writing.   **Research**   * Formulating a question to answer * Details * Ideas * Question words * Visual images * Print and non-print media   **1.5 Speaking and Listening**  **Appropriate Speaking**   * Collaborative discussion (small group/large group) * Rules for discussions * Taking turns * Ask and answer questions with key details within text, information presented orally, or within media. * Audience (share stories experiences) * Speak in complete sentences and express clear ideas * English conventions * Volume/projection * Rate * Expression * Props/illustrations |
| **Assessments:** D.I.B.E.L.S. ® Next Assessments, GRADE®, Skills Inventory, ELA Weekly Assessments, ELA Unit Assessments, ELA Benchmark Assessments, Kindergarten Portfolio. | | |