

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, listen critically and respond intelligently as an individual or in group discussions.		
PA Core Standards	Skills/Competencies	Content/Topics
<i>1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</i> 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.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	1.1 Foundational Skills Concepts of Print • 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

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.	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 –	• 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
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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.	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	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
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<i>1.2 Reading Informational Text</i> <i>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.</i> 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.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 –	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.
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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	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	
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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.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	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)
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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.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	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
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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.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	
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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.	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	1.5 Speaking and Listening
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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.1.5.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)	
Assessments: D.I.B.E.L.S. ® Next Assessments, GRADE®, Skills Inventory, ELA Weekly Assessments, ELA Unit Assessments, ELA Benchmark Assessments, Kindergarten Portfolio.		

Arts and Humanities K Grade		
Course Big Ideas Students will be able to: 1. Students will be actively involved in creating artworks 2. Students will begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design 3. Students will be able to know and use fundamental art vocabulary words 4. Students will explore, describe, and compare elements of art 5. Students will be able to handle tools and technologies to create art 6. Students will begin to associate artworks they experience or create with specific cultures 7. Students will be able to discuss opinions with peers in a supportive and constructive way		
PA Arts and Humanities Standards	Skills/Competencies	Content/Topics
<i>9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts.</i> 9.1.A- Know and use the elements and principles of each art form to create works in the arts and humanities	9.1.A • Identify and use primary and secondary colors, and black and white. • Identify basic elements such as color, line, shape, and texture as they appear in works of art • Identify basic principles such as balance, rhythm and repetition.	Elements • Color • Form/shape • Line • Space • Texture • Value

9.1.B –Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts	• Identify and draw different kinds of lines (straight, curved, wide, and narrow). • Close lines to create shapes. • Identify and draw basic geometric shapes. • Use scissors and glue with control. • Practice rhythms in different forms of music and dance • Participate in teacher-guided music and movement activities • Demonstrate an understanding of “fast”, “slow”, “loud”, and “soft”. 9.1.B • Cut basic shapes • Blend colors • Make collages • Cut forms from folded paper • Know the difference among materials, techniques, and processes • Select and use materials, techniques, and processes to communicate ideas, experiences, and stories. • Use art materials and tools in a safe and responsible manner • Sing familiar songs and chants. • Use a variety of materials (chalk, crayons, pencils, markers, paint, play dough) • Draw to extend and explore themes in the classroom	Principles • Balance Color • Contrast • Emphasis/focal point • Movement/rhythm • Proportion/scale • Repetition • Unity/Harmony 9.1.B • Proper scissor use • Collages • Folding paper • Explore themes through drawing • Introduce the arts materials, techniques and processes • Sing songs • Safety rules for art tools
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<i>9.3 Critical response</i> 9.3.A Recognize critical processes used in the examination of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgment. 9.3.B Know that works in the arts can be described by using the arts elements principles and concepts 9.3.F Know how to recognize and name a variety of art forms	• Create art based on historical and cultural ideas 9.3.A • Explore elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) • Describe and compare elements of art 9.3.B • Look at and discuss a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods 9.3.F • Identify a photo, painting, and drawing	• Creating art 9.3.A Topics • Purposes for creating art • Express opinion on art 9.3.B Topics • Observing various cultures in art 9.3.F Topics • Recognize and identify types of art
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<i>9.4 Aesthetic Response</i> 9.4.B Know how to communicate an informed individual opinion about the meaning of works in the arts	9.4.B • Understand their own ideas about art, culture, and the human condition • Appreciate own ideas about art, culture, and the human condition • Generate own ideas about art, culture, and the human condition	9.4.B Topics • Demonstrate an emotional response to viewing or creating various art works
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<u>Assessments:</u> DIBELS® Next • Beginning, Middle, and End of Year Benchmark • Progress Monitoring GRADE® Skills Inventory • RGR		

- QPS

ELA Weekly Assessment

ELA Unit Assessment

ELA Unit Benchmark