

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Kindergarten Language Arts

Length of Period (mins.) 150

Periods per Cycle: 5

Length of Course (yrs.) 1.0

Adopted: June, 2006

Revised: April, 2013

Developed by:

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Description of Course #15

Course Title:

K – 5 Language Arts Program

Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking. This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

Goals:

Children will effectively read, write, and communicate with others.

Requirements:

Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Write clearly and effectively in various formats
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington, Harcourt Storytown (Spring Forward, Zoom Along, Reach for the Stars, Make Your Mark, Watch This), Harcourt School Publishers, 2008

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.1 Foundational Skills <i>Book Handling</i>	1	Student will utilize book handling skills.	L	<ul style="list-style-type: none"> Hold a book right side up, turn the pages in proper sequence, and move from the front of a book to the back of a book 	Evaluation Options: <ul style="list-style-type: none"> Teacher observations Rubrics Checklists Projects District assessments Writing prompts 	CC.1.1.K.A
1.1 Foundational Skills <i>Print Concepts</i>	2	Student will demonstrate understanding of the organization and basic features of print.	L	<ul style="list-style-type: none"> 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 upper and lower case letters of the alphabet Develop an awareness of ending punctuation and capitalization in printed text 		CC.1.1.K.B
1.1 Foundational Skills <i>Phonological Awareness</i>	3	Student will demonstrate understanding of spoken words, syllables, and sounds (phonemes).	L	<ul style="list-style-type: none"> 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 the three phonemes 		CC.1.1.K.C
1.1 Foundational Skills <i>Phonics and Word Recognition</i>	4	Students will know and apply grade level phonics and word analysis skills in decoding words.	L	<ul style="list-style-type: none"> 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.D
1.2 Foundational Skills <i>Fluency</i>	5	Students will read emergent reader text with purpose and understanding.	A	<ul style="list-style-type: none"> Identify a purpose for reading and the type of text Draw upon prior knowledge to help develop an understanding of the text 	Evaluation Options: <ul style="list-style-type: none"> Teacher observations Rubrics 	CC.1.1.K.E

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Main Idea</i>	6	Students will, with prompting and support, identify the main idea and retell key details of text.	A	<ul style="list-style-type: none"> Classify information into appropriate categories 	<ul style="list-style-type: none"> Checklists Projects District assessments Writing prompts 	CC.1.2.K.A
1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Text Analysis</i>	7	Students will, with prompting and support, answer questions about key details in a text.	A	<ul style="list-style-type: none"> Make generalizations about text using given information 		CC.1.2.K.B
1.2 Reading Informational Text <i>Craft and Structure</i> <i>Text Analysis</i>	8	Students will, with prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	A	<ul style="list-style-type: none"> Draw connections between story events, personal experiences and other books 		CC.1.2.K.C
1.2 Reading Informational Text <i>Craft and Structure</i> <i>Text Structure</i>	9	Students will identify parts of a book (title, author) and parts of a text (beginning, end, details).	L	<ul style="list-style-type: none"> Identify title, author and illustrator Identify table of contents, headings and glossary 		CC.1.2.K.E
1.2 Reading Informational Text <i>Craft and Structure</i> <i>Vocabulary</i>	10	Students will, with prompting and support, ask and answer questions about unknown words in a text.	A	<ul style="list-style-type: none"> Use phonics skills to sound out unknown words while reading. Request further information about a concept by using the correct name, label or vocabulary word 		CC.1.2.K.F
1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Diverse Media</i>	11	Students will answer questions to describe the relationship between illustrations and the text in which they appear.	L	<ul style="list-style-type: none"> Describe illustrations showing action 		CC.1.2.K.G
1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Evaluating Arguments</i>	12	Students will, with prompting and support, identify the reasons an author gives to support points in a text.	A	<ul style="list-style-type: none"> Retell some important facts 		CC.1.2.K.H

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Analysis Across Texts</i>	13	Students will, with prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	A	<ul style="list-style-type: none"> Draw connections between story events, personal experiences and other books 		CC.1.2.K.I
1.2 Reading Informational Text <i>Vocabulary Acquisition and Use</i>	14	Students will use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	A/L	<ul style="list-style-type: none"> Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Request further information about a concept by using the correct name, label or vocabulary word 		CC.1.2.K.J
1.2 Reading Informational Text <i>Vocabulary Acquisition and Use</i>	15	Students will determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.	A	<ul style="list-style-type: none"> Use new vocabulary to ask questions 		CC.1.2.K.K
1.2 Reading Informational Text <i>Range of Reading</i>	16	Students will actively engage in group reading activities with purpose and understanding.	L	<ul style="list-style-type: none"> Engages in conversation about books, stories, and/or experiences in ways understood by most listeners 		CC.1.2.K.L
1.3 Reading Literature <i>Key Ideas and Details</i> <i>Theme</i>	17	Students will, with prompting and support, retell familiar stories including key details.	A	<ul style="list-style-type: none"> Retell and summarize a story Retell beginning, middle and ending story events 	Evaluation Options: <ul style="list-style-type: none"> Teacher observations Rubrics Checklists Projects District assessments Writing prompts 	CC.1.3.K.A
1.3 Reading Literature <i>Key Ideas and Details</i> <i>Text Analysis</i>	18	Students will answer questions about key details in a text.	L	<ul style="list-style-type: none"> Make generalizations about text using given information 		CC.1.3.K.B
1.3 Reading Literature <i>Key Ideas and Details</i> <i>Literary Elements</i>	19	Students will, with prompting and support, identify characters, settings, and major events in a story.	A	<ul style="list-style-type: none"> Explain how characters are the same and different in a story Draw the setting of a story Identify the problem in a story and its solution 		CC.1.3.K.C
1.3 Reading Literature <i>Craft and Structure</i> <i>Point of View</i>	20	Students will name the author and illustrator of a story and define the role of each in telling the story.	A/L	<ul style="list-style-type: none"> Identify the author of a story Identify the illustrator of a story Define the role of the author and illustrator 		CC.1.3.K.D

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1.3 Reading Literature <i>Craft and Structure</i> Text Structure	21	Students will recognize common types of text.	A	<ul style="list-style-type: none"> Distinguish between different forms of text such as lists, letters, poems, charts, illustrations and the functions they serve 		CC.1.3.K.E
1.3 Reading Literature <i>Craft and Structure</i> Vocabulary	22	Students will ask and answer questions about unknown words in a text.	A	<ul style="list-style-type: none"> Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Request further information about a concept by using the correct name, label or vocabulary word 		CC.1.3.K.F
1.3 Reading Literature <i>Integration of Knowledge and Ideas</i> Sources of Information	23	Students will make connections between the illustrations and the text in a story (read or read aloud).	L	<ul style="list-style-type: none"> Use picture clues to help decode unknown words Describe pictures in detail using sentences or explain action that is occurring in an illustration 		CC.1.3.K.G
1.3 Reading Literature <i>Integration of Knowledge and Ideas</i> Text Analysis	24	Students will compare and contrast the adventures and experiences of characters in familiar stories.	A	<ul style="list-style-type: none"> Explain how characters are the same and different in a story 		CC.1.3.K.H
1.3 Reading Literature <i>Vocabulary Acquisition and Use</i> Strategies	25	Students will determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.	A	<ul style="list-style-type: none"> Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Request further information about a concept by using the correct name, label or vocabulary word 		CC.1.3.K.I
1.3 Reading Literature <i>Vocabulary Acquisition and Use</i>	26	Students will use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	A	<ul style="list-style-type: none"> Use new vocabulary to ask questions Request further information about a concept by using the correct name, label or vocabulary word 		CC.1.3.K.J
1.3 Reading Literature <i>Range of Reading</i>	27	Students will actively engage in group reading activities with purpose and understanding.	L	<ul style="list-style-type: none"> Answer a question about a story or engage in a conversation Retell beginning, middle and ending story events Relate how personal experiences or other stories connect to a new book 		CC.1.3.K.K

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.4 Writing <i>Informative/ Explanatory</i>	28	Students will use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	L	<ul style="list-style-type: none"> Students will draw pictures to convey meaning. 	Evaluation Options: <ul style="list-style-type: none"> Teacher observations Rubrics Checklists Projects District assessments Writing prompts 	CC.1.4.K.A
1.4 Writing <i>Informative/ Explanatory Focus</i>	29	Students will use a combination of drawing, dictating, and writing to focus on one specific topic.	L	<ul style="list-style-type: none"> Generate ideas and topics for writing 		CC.1.4.K.B
1.4 Writing <i>Informative/ Explanatory Content</i>	30	Students will, with prompting and support, generate ideas and details to convey information that relates to the chosen topic.	A	<ul style="list-style-type: none"> Include details about topic when writing Ask questions to encourage the use of more detail in writing 		CC.1.4.K.C
1.4 Writing <i>Informative/ Explanatory Organization</i>	31	Students will make logical connections between drawing and dictation/writing.	L	<ul style="list-style-type: none"> Match illustration to writing 		CC.1.4.K.D
1.4 Writing <i>Informative/ Explanatory Style</i>	32	Students will with prompting and support, illustrate using details and dictate/write using descriptive words.	A	<ul style="list-style-type: none"> Include details about topic when writing Ask questions to encourage the use of more detail in writing 		CC.1.4.K.E
1.4 Writing <i>Informative/ Explanatory Conventions of Language</i>	33	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	A/L	<ul style="list-style-type: none"> Capitalize first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically. 		CC.1.4.K.F
1.4 Writing <i>Opinion/ Argumentative</i>	34	Students will use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	L	<ul style="list-style-type: none"> Write ideas or sentences about a specific topic that includes people, object, experience or event 		CC.1.4.K.G
1.4 Writing <i>Opinion/ Argumentative Focus</i>	35	Students will form an opinion by choosing between two given topics.	A	<ul style="list-style-type: none"> Brainstorm ideas for writing topics 		CC.1.4.K.H
1.4 Writing <i>Opinion/ Argumentative Content</i>	36	Students will support the opinion with reasons.	A	<ul style="list-style-type: none"> Write ideas or sentences about a specific topic that includes people, object, experience or event 		CC.1.4.K.I

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1.4 Writing <i>Opinion/</i> <i>Argumentative</i> <i>Organization</i>	37	Students will make logical connections between drawing and writing.	L	<ul style="list-style-type: none"> Match illustration to writing 		CC.1.4.K.J
1.4 Writing <i>Opinion/</i> <i>Argumentative</i> <i>Conventions of</i> <i>Language</i>	38	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	A/L	<ul style="list-style-type: none"> Begin to ask and answer questions about conventions of writing Use pens, markers, pencils, crayons, paints, chalk, computer or other technology during work and play Trace copy or write upper case and lower case letters of the alphabet attending to the form proper spacing of the letters Begin to use appropriate spacing between letters, in height of letters, and position of letters Begin to use period and question mark correctly with assistance 		CC.1.4.K.L
1.4 Narrative	39	Students will use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	L	<ul style="list-style-type: none"> Write a story that includes character, simple plot or setting Use drawings and pictures to represent ideas Participate in group and shared writing experiences 		CC.1.4.K.M
1.4 Narrative <i>Focus</i>	40	Students will establish “who” and “what” the narrative will be about.	A	<ul style="list-style-type: none"> Draw, write or tell about the people, places and things in a story Write a story that includes character, simple plot or setting 		CC.1.4.K.N
1.4 Writing <i>Narrative</i> <i>Content</i>	41	Students will describe experiences and events.	A	<ul style="list-style-type: none"> Use drawings and pictures to represent ideas 		CC.1.4.K.O
1.4 Writing <i>Narrative</i> <i>Organization</i>	42	Students will recount 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.	A	<ul style="list-style-type: none"> Write thoughts or words in logical sequence Begin to use graphic organizers to assist in organizing printed thoughts 		CC.1.4.K.P

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.4 Writing <i>Narrative Conventions of Language</i>	43	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	A/L	<ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 		CC.1.4.K.R
1.4 Writing <i>Production and Distribution of Writing Writing Process</i>	44	Students will with guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	A	<ul style="list-style-type: none"> • Begin to ask and answer questions about conventions of writing • Share writing with classmates for feedback • Use previous feedback in new writing 		CC.1.4.K.T
1.4 Writing <i>Technology and Publication</i>	45	Students will, with guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	A	<ul style="list-style-type: none"> • Use the writing process, media and visual literacy, and technology skills to create products that express new understandings 		CC.1.4.K.U
1.4 Writing <i>Conducting Research</i>	46	Students will participate in individual or shared research projects on a topic of interest.	A	<ul style="list-style-type: none"> • Contribute to group stories 		CC.1.4.K.V
1.4 Writing <i>Credibility, Reliability, and Validity of Sources</i>		Students will, with guidance and support, recall information from experiences or gather information from provided sources to answer a question.	A	<ul style="list-style-type: none"> • Write ideas or sentences about a specific topic that includes people, object, experience or event • Begin to search for information on specific topics using research materials with assistance 		CC.1.4.K.W
1.4 Writing <i>Range of Writing</i>	47	Students will write routinely over short time frames.	L	<ul style="list-style-type: none"> • Participate in individual, group and shared writing experiences 		CC.1.4.K.X
1.5 Speaking and Listening <i>Comprehension and Collaboration Collaboration Discussion</i>	48	Students will participate in collaborative conversations with peers and adults in small and larger groups.	A	<ul style="list-style-type: none"> • Initiate and respond appropriately to conversations and discussions • Ask follow up questions to initial question to get more detail • Participate appropriately in response to questions posed or information shared 		Evaluation Options: <ul style="list-style-type: none"> • Teacher observations • Rubrics • Checklists • Projects
1.5 Speaking and Listening <i>Comprehension and Collaboration Critical Listening</i>	49	Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media.	A/L	<ul style="list-style-type: none"> • Ask follow up questions to initial question to get more detail • Participate appropriately in response to questions posed or information shared 	CC.1.5.K.B	

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.5 Speaking and Listening <i>Comprehension and Collaboration</i> <i>Evaluating Information</i>	50	Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood.	L	<ul style="list-style-type: none"> Ask follow up questions to initial question to get more detail Participate appropriately in response to questions posed or information shared 		CC.1.5.K.C
1.5 Speaking and Listening <i>Presentation of Knowledge and Ideas</i> <i>Purpose, Audience, and Task</i>	51	Students will share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	L	<ul style="list-style-type: none"> Demonstrate the difference in the terms inside and outside voice Demonstrates appropriate level of expressive language Speak in a voice loud enough for the audience to hear but not loud enough to be distracting 		CC.1.5.K.D
1.5 Speaking and Listening <i>Presentation of Knowledge and Ideas</i> <i>Context</i>	52	Students will speak audibly and express thoughts, feelings, and ideas clearly.	L	<ul style="list-style-type: none"> Demonstrate the difference in the terms inside and outside voice Demonstrates appropriate level of expressive language Speak in a voice loud enough for the audience to hear but not loud enough to be distracting 		CC.1.5.K.E
1.5 Speaking and Listening <i>Conventions of Standard English</i>	53	Students will demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	L	<ul style="list-style-type: none"> Articulate age appropriate speech sounds correctly Verbally recite poems and finger plays with classmates and /or adult Sing songs and/or chants with group Express needs to clearly be understood 		CC.1.5.K.G
1.6 Handwriting	54	Students will <ul style="list-style-type: none"> Understand handwriting terms (straight line, circle, diagonal line, curved line) Demonstrate that writing moves from L to R Form manuscript letters Space letters properly within a word Demonstrate understanding that spaces occur between words Write on lines Complete legible work 	A/L	<ul style="list-style-type: none"> Teacher modeling and guided practice Kid Writing Shared Writing 	Evaluation Options: <ul style="list-style-type: none"> Teacher observations Rubrics Checklists Projects Writing prompts 	

