

Bermudian Springs Pennsylvania Core Standards
English Language Arts
Kindergarten



INTRODUCTION

The competencies for language arts literacy capture language experiences each child needs in order to grow intellectually, socially, and emotionally in and out of school. Literacy is a way to acquire knowledge for thinking and communicating. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or non-print, verbal or nonverbal means). It also includes being able to use one's own resources to achieve those purposes.

If a child learns to read, write, speak, and listen critically, strategically, and creatively, they will begin to develop the literacy skills they will need to discover personal and shared meaning throughout their life.

English/Language Arts –

Long Term Transfer Goals

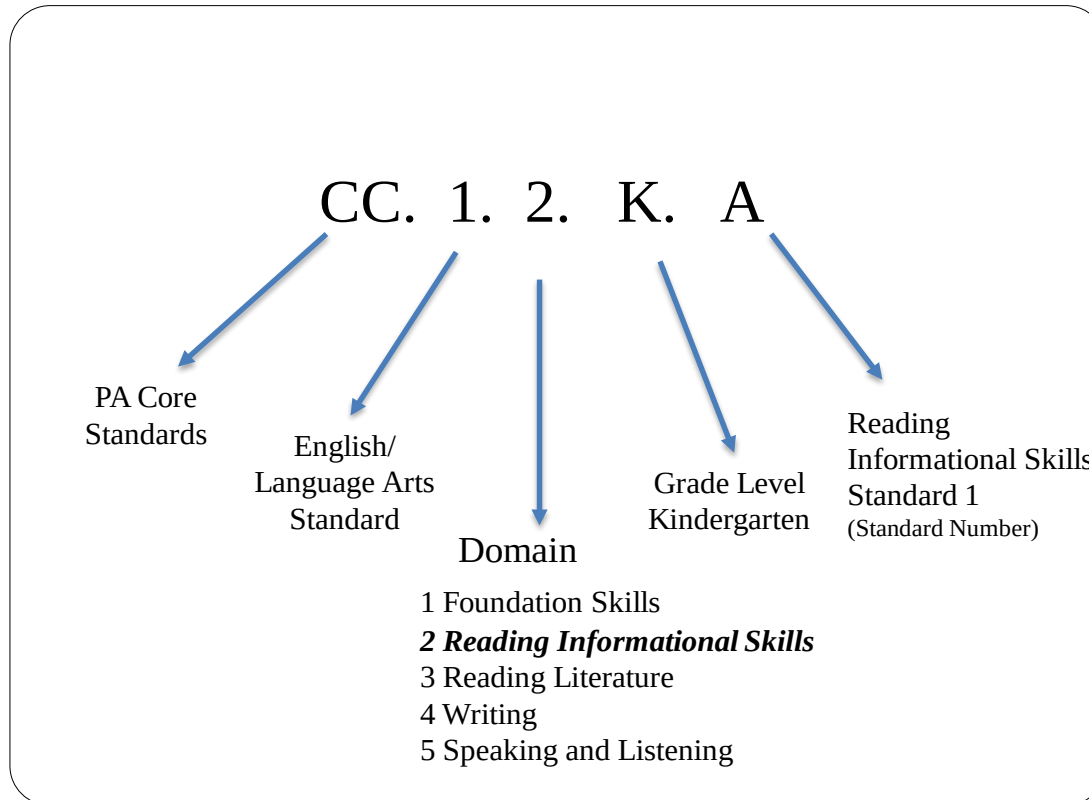
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
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.

Adapted from: commoncore.org, 2013; parcconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy



1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Domain: <i>Book Handling</i>	
STANDARD: CC.1.1.K.A Utilize book handling skills.	
Key Concepts	Key Vocabulary
Hold a book and turn the pages.	Front cover, Back cover, Page
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Demonstrate an understanding of concepts of print to determine how print is organized and read • Understand that speech can be written and read	

1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Domain: <i>Print Concepts</i> STANDARD: CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.	
Key Concepts Organization and basic features of print	Key Vocabulary Left to right, Return sweep, Title, Letter/word/sentence, Punctuation- Finger spaces, periods, capitalization, words, alphabet, uppercase, lowercase, top, bottom, page
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Demonstrate an understanding of concepts of print to determine how print is organized and read • Understand that speech can be written and read • Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages • Track print from left to right and top to bottom • Make return sweep to next line of text • Match oral words to printed words • Differentiate numerals, letters and words • Recognize that printed words are separated by spaces • Recognize that letters build words and words build sentences	

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Domain: <i>Phonological Awareness</i>	
STANDARD: CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Key Concepts	Key Vocabulary
Phonological awareness	Rhyme, Syllable , Blend, Segment, Onset , Rime, Vowel, first, middle, last
Competencies - Describe what students should be able to do (key skills) as a result of this instruction	
• 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- phoneme (CVC) words	

1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Domain: <i>Phonological Awareness</i>	
STANDARD: CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.	
Key Concepts	Key Vocabulary
Decoding skills	Letter/sound, Long sound/ short sound, Sight word, vowels, first, middle, last
Competencies - Describe what students should be able to do (key skills) as a result of this instruction	
• 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.	

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Domain: <i>Fluency</i>	
STANDARD: CC.1.1.K.E Read emergent- reader text with purpose and understanding.	
Key Concepts	Key Vocabulary
Fluency and comprehension	Partner reading, oral reading, expression, fluently, repeated reading,
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Read and understand grade level texts fluently and accurately • Adjust reading rate to increase decoding and comprehension skills • Understand the purpose for reading various texts • Self-monitor comprehension	

1.2 Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details Main Idea</i>	
STANDARD: CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	
Key Concepts	Key Vocabulary
State the main idea of a text using key details from the story	Topic, details, retell, events
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Use non-fiction texts to convey information • Ask questions about texts • Identify important ideas • Identify topic and supporting details	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details Text Analysis</i> STANDARD: CC.1.2.K.B With prompting and support, answer questions about key details in a text.	
Key Concepts Use key details within a text to answer questions	Key Vocabulary Topic, details, retell, question, who, what, when, where, why, how
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Ask questions about texts • Identify important ideas • Identify topic and supporting details	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details Text Analysis</i>	
STANDARD: CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	
Key Concepts	Key Vocabulary
Describe how information, events, and ideas are linked	Text-to-text, Text-to-self, Text-to-world, Prior knowledge , connections, similarities, differences
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Know what an important idea is in a text • Understand similarities and differences • Make connections	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Craft and Structure Text Structure</i>	
STANDARD: CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	
Key Concepts	Key Vocabulary
Parts of a book and parts of a text	Front and back covers, Spine, Title, Title page, Picture/print, Author/illustrator, Beginning, middle, end, Details
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Locate and identify parts of a book • Identify beginning and end of a text	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Craft and Structure Vocabulary</i>	
STANDARD: CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	
Key Concepts	Key Vocabulary
Ask and answer questions when you come across an unknown word	Picture clue, Context clue, Unknown, glossary, question, meaning, words
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• use context clues, picture clues, and adult support to determine the meaning of unknown words • infer about an unknown word • express curiosity of an unknown word	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Integration of Knowledge and Ideas, Diverse Media</i>	
STANDARD: CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	
Key Concepts	Key Vocabulary
Describe the connection between illustrations and text	Illustrations, Text, connection, similarities, differences
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• formulate an idea of the meaning of an illustration based on the text with it • use prior knowledge to recognize connections between illustrations and words • words in a text are supported by illustrations; know an illustration has a purpose	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Integration of Knowledge and Ideas, Evaluating Arguments</i>	
STANDARD: CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	
Key Concepts	Key Vocabulary
Identify the reasons that support the author’s argument	Reasons, similarities, differences, author, support, identify, point (ideas)
Competencies - <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• identify authors reasons • understand key points an author gives • refer to illustrations and words when identifying authors reasons • be able to respond in writing to express the author’s key points • use key points to discuss the text	

1.3 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Knowledge and Ideas, Analysis, Integration of Across Texts</i>	
STANDARD: 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.	
Key Concepts	Key Vocabulary
Identify similarities and differences between two texts on the same topic	Text-to-text, Venn diagram, Similarities / compare, Differences/ contrast, Topic
Competencies - Describe what students should be able to do (key skills) as a result of this instruction	
• describe how two books show the same topic • identify similarities and differences between two texts • compare and contrast two texts • use illustrations and prior knowledge to identify similarities and differences	

1.4 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Key Concepts	Key Vocabulary
Use and respond to new vocabulary correctly	Vocabulary, Meaning
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• create enthusiasm for using new vocabulary • explain word meanings for new and difficult words	

1.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Vocabulary Acquisition and Use</i>	
STANDARD: 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.	
Key Concepts Use context clues, picture clues, and adult support to determine the meaning of unknown and multiple-meaning words.	Key Vocabulary Picture clue, Context clue, Unknown, Multiple-meaning
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
- flexibly use strategies for applying known word parts to new words - combine word parts to make new words - use most common inflections and affixes to determine meaning of unknown words (-ed, -s, re-, un-, pre-, -ful, -less) - identify new meanings for familiar words (duck is a noun and a verb)	

1.6 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Range of Reading</i> STANDARD: CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	
Key Concepts	Key Vocabulary
Comprehend and actively participate during a reading activity	Participate, Comprehend, conversation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• develop comprehension skills by listening to a variety of texts • participate in collaborative conversations with peers and adults • use text features, graphic aids, and organizational structures to facilitate understanding • apply before, during, and after reading strategies for a variety of informational texts	

1.7 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details, Theme</i>	
STANDARD: CC.1.3.K.A With prompting and support, retell familiar stories including key details.	
Key Concepts	Key Vocabulary
Retell a text using key details from the story	Retell, character, setting, problem, solution, events, sequence, first, next, last, beginning, middle, end
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• identify the elements of a story (character, setting, problem, solution) • identify key details • retell story events in a logical sequence	

1.8 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details Text Analysis</i>	
STANDARD: CC.1.3.K.B Answer questions about key details in text.	
Key Concepts	Key Vocabulary
Comprehend key details within a text and answers questions based on the text	Details, retell, characters, setting, problem, solution, events
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
- ask questions before, during, and after reading - participate actively in discussions about text - respond to questions by speaking, dramatizing, or writing	

1.9 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Key Ideas and Details Literary Elements</i>	
STANDARD: CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	
Key Concepts Identify characters, setting, and major events	Key Vocabulary Character, Setting, Major events, Details, retell
Competencies Describe what students should be able to do (key skills) as a result of this instruction	
identify characters, setting, and major events in a story	

1.10 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Craft and Structure Point of View</i>	
STANDARD: CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	
Key Concepts	Key Vocabulary
Identify and explain the role of the author and illustrator	Author, Illustrator, Illustrations, Text, print, picture
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• identify the author and what he does • identify the illustrator and what he does	

1.11 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Craft and Structure, Text Structure</i> STANDARD: CC.1.3.K.E Recognize common text types.	
Key Concepts Identify text types	Key Vocabulary Genre, compare, contrast
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• discuss characteristics of different genres of literary texts (poetry, drama, nursery rhymes, fairy tales) • compare and contrast different versions of the same story	

1.12 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Craft and Structure, Vocabulary</i>	
STANDARD: CC.1.3.K.F Ask and answer questions about unknown words in a text.	
Key Concepts	Key Vocabulary
Ask and answer questions about unknown words	Ask, question, context clues, picture clues
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• use context clues, picture clues, and adult support to determine the meaning of unknown words • infer about an unknown word • express curiosity of an unknown word	

1.13 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Integration of Knowledge and Ideas Sources of Information</i>	
STANDARD: CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	
Key Concepts	Key Vocabulary
Describe the connection between illustrations and text	Illustration, connections, text
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• formulate an idea of the meaning of an illustration based on the text • use prior knowledge to recognize connections between illustrations and words • words in a text are supported by illustrations; know an illustration has a purpose • describe illustrations in a story with relevant details	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Integration of Knowledge and Ideas Text Analysis</i>	
STANDARD: CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	
Key Concepts	Key Vocabulary
Compare and contrast adventures and experiences of characters	Characters, compare, contrast, similarities, differences, experiences
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Explore and discuss story elements of characters and events • Discuss what characters do and say in a familiar story • Recognize that characters have unique adventures and experiences • Tell what is the same and different about characters in two stories	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Vocabulary Acquisition and Use, Strategies</i>	
STANDARD: CC.1.3.K.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon grade level reading and content.	
Key Concepts	Key Vocabulary
Use context clues, picture clues, and adult support to determine the meaning of unknown and multiple-meaning words.	Picture clues, context clues
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
- flexibly use strategies for applying known word parts to new words - combine word parts to make new words - use most common inflections and affixes to determine meaning of unknown words (-ed, -s, re-, un-, pre-, -ful, -less) - identify new meanings for familiar words (duck is a noun and a verb)	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Key Concepts	Key Vocabulary
Use and respond to new vocabulary correctly	Meaning, vocabulary
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• create enthusiasm for using new vocabulary • explain word meanings for new and difficult words	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Range of Reading</i>	
STANDARD: CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	
Key Concepts	Key Vocabulary
Comprehend and actively participate during a reading activity	Participate, comprehend, conversation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• develop comprehension skills by listening to a variety of texts • participate in collaborative conversations with peers and adults • use text features, graphic aids, and organizational structures to facilitate understanding • apply before, during, and after reading strategies for a variety of texts	

1.4 Writing – Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory</i>	
STANDARD: CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	
Key Concepts	Key Vocabulary
Compose informative/explanatory text	compose, information, explain, details, facts
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• use drawing, dictation and writing to compose explanatory texts and supply information about a topic	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory Focus</i>	
STANDARD: CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	
Key Concepts	Key Vocabulary
Compose a piece on one topic	topic, explain, details, information, facts
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• use drawing, dictation and writing to compose explanatory texts and supply information about a topic	

1.4 Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory, Content</i>	
STANDARD: CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	
Key Concepts	Key Vocabulary
Compose informative/explanatory piece using details that relate to the topic	Details, facts, topic, explain, information
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
compose an informative piece that includes details related to the topic	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory Organization</i> STANDARD: CC.1.4.K.D Make logical connections between drawing and dictation/writing.	
Key Concepts	Key Vocabulary
Include illustrations that match the dictation/writing	Illustrate, words, details, facts
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
compose an informative piece that includes illustrations that match the words	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory, Style</i>	
STANDARD: CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	
Key Concepts	Key Vocabulary
Use descriptive words when composing	Adjectives, describe, illustrations
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
compose an informative piece that includes descriptive words	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Informative/Explanatory, Conventions of Language</i>	
STANDARD: CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
Key Concepts	Key Vocabulary
Use grade appropriate grammar and language conventions	Uppercase, lowercase, punctuation, spacing, word, letter, sounds
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	

1.4 Writing – Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Opinion/Argumentative</i>	
STANDARD: CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	
Key Concepts	Key Vocabulary
Compose an opinion piece on a familiar topic	Opinion, reasons, support
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• State an opinion and supply reason to support it • Encourage oral language by asking students to tell “why”	

1.4 Writing -Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Opinion/Argumentative Focus</i>	
STANDARD: CC.1.4.K.H Form an opinion by choosing between two given topics.	
Key Concepts	Key Vocabulary
Form an opinion	Opinion, reasons, support
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• State an opinion and supply reason to support it • Encourage oral language by asking students to tell “why”	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Opinion/Argumentative Content</i>	
STANDARD: CC.1.4.K.I Support the opinion with reasons.	
Key Concepts	Key Vocabulary
Explain reasons “why”	opinion, reasons, support
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• State an opinion and supply reason to support it • Encourage oral language by asking students to tell “why”	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Opinion/Argumentative Organization</i>	
STANDARD: CC.1.4.K.J Make logical connections between drawing and writing.	
Key Concepts	Key Vocabulary
Include illustrations that match the dictation/writing	illustrate, words, details, facts
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Compose an informative piece that includes illustrations that match the words	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Opinion/Argumentative, Conventions of Language</i>	
STANDARD: CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
Key Concepts	Key Vocabulary
Use grade appropriate grammar and language conventions	Uppercase, lowercase, punctuation, spacing, word, letter, sounds
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Narrative</i>	
STANDARD: CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	
Key Concepts	Key Vocabulary
Compose a narrative piece with real or imagined experiences or events	Narrative, characters, events, imagine, story, details, sequence, setting, illustrator
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Compose a narrative piece that includes sequenced events • Learn to describe familiar events or experiences through drawing, writing, and dictating • Describe a sequence of events in the order they occur • Understand the concept of beginning, middle, and end • Express thoughts in purposeful ways	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Narrative, Focus</i>	
STANDARD: CC.1.4.K.N Establish “who” and “what” the narrative will be about.	
Key Concepts	Key Vocabulary
Compose a narrative piece	Narrative, who, what, topic
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Learn to include a “who” and “what” when drawing, writing, and dictating • Describe a familiar event or experience • Express thoughts in purposeful ways	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Narrative, Content</i>	
STANDARD: CC.1.4.K.O Describe experiences and events.	
Key Concepts	Key Vocabulary
Compose a narrative piece	Events, beginning, middle, end
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Learn to describe familiar events or experiences through drawing, writing, and dictating • Describe a sequence of events in the order they occur • Understand the concept of beginning, middle, and end • Express thoughts in purposeful ways	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: Narrative Organization	
STANDARD: CC.1.4.K.P 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	
Key Concepts	Key Vocabulary
Narrate and sequence events with a reaction	Events, reaction, sequence, beginning, middle, end
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Learn to describe familiar events or experiences through drawing, writing, and dictating • Describe a sequence of events in the order they occur • Understand the concept of beginning, middle, and end • Express thoughts in purposeful ways • Provide a reaction to what happened	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Narrative, Conventions of Language</i>	
STANDARD: CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. •	
Key Concepts	Key Vocabulary
Use grade appropriate grammar and language conventions	Uppercase, lowercase, punctuation, spacing, word, letter, sounds
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Production and Distribution Writing, Writing Process</i>	
STANDARD: 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.	
Key Concepts	Key Vocabulary
Add details to writing	Details, suggestions, revise
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Learn the importance of revision in the writing process • Use feedback to strengthen writing • Reflect and provide feedback • Add details to enrich and strengthen writing	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Technology and Publication</i>	
STANDARD: 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.	
Key Concepts	Key Vocabulary
Produce and publish writing	Suggestion, details, revise
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Master computer skills of logging in, cursor manipulation, and keyboarding • Learn simple uses of digital tools to produce writing	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Conducting Research</i>	
STANDARD: CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	
Key Concepts	Key Vocabulary
Participate in research projects	Author, research, opinion
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
- Clearly understand their “job” in a group - Appropriately participate in group work	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Credibility, Reliability, and Validity of Sources</i>	
STANDARD: CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	
Key Concepts	Key Vocabulary
Gather information to answer questions	Answers, information, experience, questions
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Describe familiar people and objects • Describe experiences orally and in writing • Connect life experiences to picture books	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Domain: <i>Range of Writing</i>	
STANDARD: CC.1.4.K.X Write routinely over short time frames.	
Key Concepts	Key Vocabulary
Write in a variety of formats	Purpose, task, audience
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Write for various time frames, formats, purposes, and audiences • Write in response to reading	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Comprehension and Collaboration , Collaborative Discussion</i>	
STANDARD: CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	
Key Concepts	Key Vocabulary
Participate in conversations with peers and adults	Listen, collaborate, cooperate, take turns, conversation, discussion
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Participate in group discussions by taking turns speaking and listening • Explain ideas to peers	

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Comprehension and Collaboration , Critical Thinking</i>	
STANDARD: 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.	
Key Concepts	Key Vocabulary
Ask and answer questions	Questions, key details, clarification
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Ask questions about key details • Answer questions about key details • Ask for clarification and more information	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Comprehension and Collaboration , Evaluating Information</i>	
STANDARD: CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Key Concepts	Key Vocabulary
Ask and answer questions	Ask, answer, questions, clarification
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Ask and answer questions to gain comprehension and clarify things that are not understood • Recognize when they are confused • Distinguish between relevant and irrelevant information	

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Presentation of Knowledge and Ideas, Purpose, Audience, and Task</i>	
STANDARD: CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	
Key Concepts	Key Vocabulary
Speak to an audience	Speak, idea, express, sentence, audience
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Speak audibly • express thoughts, feelings, and ideas clearly • generate and answer questions	

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Integration of Knowledge and Ideas, Context</i>	
STANDARD: CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	
Key Concepts	Key Vocabulary
Speak to an audience	Speak, idea, express, sentence, audience
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• Speak audibly • express thoughts, feelings, and ideas clearly • generate and answer questions	

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Domain: <i>Conventions of Standard Language</i>	
STANDARD: CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	
Key Concepts	Key Vocabulary
Use grade appropriate grammar and language conventions when speaking	Complete thought
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
• use complete sentences to support oral language development • use frequently occurring nouns and verbs in collaborative discussions • use question words to develop complete sentences	