

**Berlin Brothersvalley School District
 Berlin Brothersvalley Elementary School
 Kindergarten ELA Curriculum Framework
 Full Year Course**

Big Idea(s) of the Full Year Course	Concept(s) of the Full Year Course	Competencies of the Full Year Course	Essential Questions of the Full Year Course
<p>Learning to read is essential for comprehending our world.</p> <p>Learning to write is a necessary component of human communication.</p> <p>Reading to learn is critical for the sharing of human ideas.</p>	<ul style="list-style-type: none"> ● In Learning to Read, students will know... <ul style="list-style-type: none"> ○ upper/lowercase letters ○ the difference between a letter and word ○ sound to letter relationships ○ sight words ○ word decoding ○ patterns in text ○ the title of a book ○ the roles of author/illustrator ● In Learning to Write, students will know... <ul style="list-style-type: none"> ○ a story ○ an illustration ○ letter formations ○ the direction of print ○ phonemes that make words ○ sight words ○ environmental print ○ spacing between words ○ simple sentences 	<ul style="list-style-type: none"> ● In Learning to Read, students will be able to... <ul style="list-style-type: none"> ○ identify upper/lowercase letters ○ distinguish between a letter and word ○ match sounds to letters ○ recall sight words ○ decode words in text ○ identify patterns in text ○ identify the title of a book ○ distinguish the roles of author/illustrator ● In Learning to Write, students will be able to... <ul style="list-style-type: none"> ○ illustrate a story ○ label an illustration ○ form letters accurately ○ demonstrate the direction of print ○ segment phonemes to write words ○ recall sight words ○ utilize environmental print ○ demonstrate spacing 	<ul style="list-style-type: none"> ● Learning to Read: <ul style="list-style-type: none"> ○ What are the upper/lowercase letters A-Z? ○ What sounds do the letters make for A-Z? ○ What sounds do letters make when combined with other letters? ○ What tools/strategies can you use to read more accurately/fluently? ● Learning to Write: <ul style="list-style-type: none"> ○ How can you use written words to communicate? ○ How do you form upper/lowercase letters A-Z? ○ How do you write a word?

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	<ul style="list-style-type: none"> ○ sentence details ○ the structure of a story ○ revising techniques ○ presentation components ○ prompt response ○ letter format ○ opinion in writing ○ sequential instructions ○ purposes for writing <ul style="list-style-type: none"> ● In Reading to Learn: Whole-Group Reading/Read-Alouds, students will know... <ul style="list-style-type: none"> ○ the difference between fiction/nonfiction ○ the title of a book ○ the roles of author/illustrator ○ parts of a text (B-M-E) ○ characters, setting, and major events in a story ○ predictions ○ conclusions ○ similarities and differences of books with a similar topic ○ personal connections to selections ○ the visualization of 	<ul style="list-style-type: none"> ○ between words ○ write simple sentences ○ add detail to sentences ○ organize stories to include: beginning, middle, and end components ○ revise written work ○ present a published writing ○ respond to a prompt ○ construct a letter form and express an opinion in writing ○ write sequential instructions ○ determine purpose for writing <ul style="list-style-type: none"> ● In Reading to Learn: Whole-Group Reading/Read-Alouds, students will be able to... <ul style="list-style-type: none"> ○ distinguish between fiction/nonfiction ○ identify the title of a book ○ distinguish the roles of author/illustrator ○ retell parts of a text (B-M-E) ○ identify characters, 	<ul style="list-style-type: none"> ○ What are the parts of a complete sentence? <ul style="list-style-type: none"> ● Reading to Learn: Whole-Group Reading/Read-Alouds and Poetry <ul style="list-style-type: none"> ○ What is your purpose for reading? ○ What tools/strategies can you use to better understand what you are reading?
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	<ul style="list-style-type: none"> ○ events ○ patterns in text ○ main idea and key details ○ content-related vocabulary ○ the relationship between text and illustrations ○ selection content and questioning strategies ○ the purpose for reading ○ the author's purpose for writing <ul style="list-style-type: none"> ● In Reading to Learn: Poetry, students will know... <ul style="list-style-type: none"> ○ rhyme 	<ul style="list-style-type: none"> ○ setting, and major events in a story ○ make/confirm predictions ○ draw conclusions ○ compare/contrast selections with a similar topic ○ make personal connections to selections ○ visualize events ○ identify patterns in text ○ identify main idea and relate key details ○ use content-related vocabulary ○ relate text and illustrations ○ ask and answer questions ○ determine purpose for reading ○ determine author's purpose for writing <ul style="list-style-type: none"> ● In Reading to Learn: Poetry, students will be able to... <ul style="list-style-type: none"> ○ identify rhyme ○ produce rhyme 	
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>LEARNING TO READ:</p> <ul style="list-style-type: none"> ● Pre-Decodable Readers ● Decodable Passages 	<p>week 1 through week 36</p>	<p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>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.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>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.</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. Associate the long and short sounds</p>	<p>N/A</p>

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		<p>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.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding</p> <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answer questions to</p>	
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		<p>describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p>	
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		<p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p>	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO READ:</p> <ul style="list-style-type: none"> • Sorting Letters and Sounds 	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 2 through week 20</p>	<p style="text-align: center;"><u>PA Core Standards</u></p> <p>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.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>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.</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in 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.</p>	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO READ:</p> <ul style="list-style-type: none"> Small Group Guided Reading, Fluency, and Writing 	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 5 through week 36</p>	<p style="text-align: center;"><u>PA Core Standards</u></p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>based upon grade-level reading and content.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>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</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in 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.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>	
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		<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p>	
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		<p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory</p>	
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		<p>texts.</p> <p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.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.</p> <p>CC.1.4.K.X Write routinely over short time frames.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B Ask and answer questions about key details in a text read aloud</p>	
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		<p>or information presented orally or through other media</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO READ:</p> <ul style="list-style-type: none"> • Word Work • Beginning and Ending Blends, Digraphs 	<p><u>Approx # of weeks - % of time</u></p> <p>week 21 through week 36</p>	<p><u>PA Core Standards</u></p> <p>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.</p> <p>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.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>punctuation, and spelling. Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically.</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> ● Learning the Letters <ul style="list-style-type: none"> ○ Form/Writing ○ Sounds ○ Fluency ○ Encoding 	<p><u>Approx # of weeks - % of time</u></p> <p>week 2 through week 20</p>	<p><u>PA Core Standards</u></p> <p>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.</p> <p>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.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>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.</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in 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.</p>	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> • Starter Sentences 	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 6 through week 9</p>	<p style="text-align: center;"><u>PA Core Standards</u></p> <p>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</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		name all uppercase and lowercase letters of the alphabet.	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> • Writing Expansion and Detail 	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 19 through week 22</p>	<p style="text-align: center;"><u>PA Core Standards</u></p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> • Beginning, Middle, and End Stories • Writer Celebrations 	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 23 through week 24 week 26 week 30 through week 32</p>	<p style="text-align: center;"><u>PA Core Standards</u></p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p> <p>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.</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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<p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> ● Writer’s Workshop: Narrative ● Drawing, Labeling and Dictating a Story ● Speech Bubbles ● Prompt Writing 	<p style="text-align: center;">week 2 through week 5 week 10</p>	<p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.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.</p>	<p style="text-align: center;">N/A</p>

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		<p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.H Form an opinion by choosing between two given topics.</p> <p>CC.1.4.K.I Support the opinion with reasons.</p> <p>CC.1.4.K.J Make logical connections between drawing and writing.</p> <p>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 and use end punctuation. Spell simple words phonetically.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N Establish who and what the narrative will be about.</p>	
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		<p>CC.1.4.K.O Describe experiences and events.</p> <p>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.</p> <p>CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>	
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		<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.K.X Write routinely over short time frames.</p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> ● Writer’s Workshop: Opinion/Argumentative ● Prompt Writing ● Letters 	<p><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 27 through week 29 week 33</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.K.X Write routinely over short time frames.</p> <p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.H Form an opinion by choosing between two given topics.</p> <p>CC.1.4.K.I Support the opinion with reasons.</p> <p>CC.1.4.K.J Make logical connections</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>between drawing and writing.</p> <p>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 and use end punctuation. Spell simple words phonetically.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>LEARNING TO WRITE:</p> <ul style="list-style-type: none"> • Writer’s Workshop: Informative/“How To” • Prompt Writing 	<p><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">week 34</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.K.X Write routinely over short time frames.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D Make logical connections</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>between drawing and dictation/writing.</p> <p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.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.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>READING TO LEARN</p> <ul style="list-style-type: none"> • Whole Group Reading/Read Alouds 	<p><u>Approx # of weeks - % of time</u></p> <p>week 1 and ongoing throughout the course</p>	<p><u>PA Core Standards</u></p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>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.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>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.</p> <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answer questions to</p>	
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		<p>describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p>	
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		<p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>	
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		<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>	
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
READING TO LEARN: <ul style="list-style-type: none"> • Poetry 	week 1 and ongoing throughout the course	<p>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 the three phoneme (CVC) words.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer questions about unknown words in a text.</p>	N/A

Standards Legend: Essential Important Supplementary

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