

Course Title: **Language Arts**  
 Length of Period : 180 minutes

**Grade K**  
 Length of Course 180 Days

**1.1 Foundational Skills**

**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Book Handling	CC.1.1.PK.A	Utilize book handling skills.	Trade books Guided Reading	80% demonstration of objectives.	Teacher observation DRA Checklist
Print Concepts	CC1.1.K.B	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● Follows left to right / top to bottom and page by page.</li> <li>● Recognize that spoken words are represented by written language and specific sequences of letters.</li> <li>● Understands that words are separated by spaces in print.</li> <li>● Recognize and name all upper and lower case letters of the alphabet.</li> </ul>	Big Books Trade Books Leveled Texts Hands on Activities and Games Sentence Charts Computer / Technology	80% demonstration of objectives.	DRA Teacher observation Checklist
Phonological Awareness	CC1.1.K.C	Demonstrate understanding of spoken words, syllables and sounds (phonemes). <ul style="list-style-type: none"> <li>● Recognize and produce rhyming words.</li> <li>● Count pronounce, blend and segment syllables in spoken words.</li> </ul>	95% Group or other district approved phonics program. District text book Hands on activities and games Music Worksheets Crafts Classroom Visuals	80% demonstration of objectives.	95% group assessments  Dibels  Performance based assessments

		<ul style="list-style-type: none"> <li>● Blend and segment onsets and rimes of single –syllable spoken words.</li> <li>● Isolate and pronounce the initial, medial vowel, and final sound in three phoneme (CVC) words.</li> </ul>	Computer Technology		
Phonics and Word Recognition	CC.1.1.K.D	<p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Demonstrate basic knowledge of one to one letter sound correspondence.</li> <li>● Associate the <b>long</b> and <b>short</b> sounds with common spelling for five major vowels.</li> <li>● <u>Read</u> grade level high-frequency sight words with automaticity. (<b>Dolch List Pre- Primer</b>)</li> <li>● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	95% Group or other district approved phonics program. District text book Leveled Texts Hands on activities and games Music Worksheets Crafts Computer Technology Class Room Word Wall	80% demonstration of objectives.	95% group assessments  Dibels  Checklists  Performance based assessments
Fluency	CC.1.1.K.E	Read emergent –reader text with purpose and understanding.	Guided Reading Texts	80% demonstration of objectives.	DRA  Performance based assessment  Teacher observation

## 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.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Main Idea</u>	CC.1.2.K.A	With prompting and support, identify the <b>main idea</b> and <u>retell key details</u> and text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	DRA  Teacher observation  Performance based assessments  Checklist
Key Ideas and Details - <u>Text Analysis</u>	CC.1.2.K.B  CC.1.2.K.C	With prompting and support, answer questions about key details in text.  With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Performance Based Assessments  Checklist
Craft and Structure – <u>Text Structure</u>	CC.1.2.K.E	Identify parts of a book (title, author) and parts of a text (beginning, end, details)	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	DRA  Teacher observation  Checklist

Craft and Structure - <u>Vocabulary</u>	CC.1.2.K.F	With prompting and support, ask and answer questions about unknown words in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist
Integration of Knowledge and Ideas – <u>Diverse Media</u>	CC.1.2.K.G	Answer questions to describe the relationship between illustrations and text in which they appear.	Big Books Trade Books District Text Books Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment.
Integration of Knowledge and Ideas – <u>Evaluating Arguments</u>	CC.1.2.K.H	With prompting and support, identify the reasons and author gives to support points in a text. (ex: highlight evidence in text, prove it)	Big Books Trade Books District Text Book & Materials. Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment.
Integration of Knowledge and Ideas – <u>Analysis Across Texts</u>	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.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment
Vocabulary Acquisition and Use.	CC.1.2.K.J  CC.1.2.K.K	Use words and phrases acquired through conversations, reading and being read to, and responding to text.  Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment
Range of Reading	CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher observation  Checklist

### 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.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Theme</u>	CC.1.3.K.A	With prompting and support, retell familiar stories including key details.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment
Key Ideas and Details - <u>Text Analysis</u>	CC 1.3.K.B	Answer questions about key details in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	DRA  Teacher observation  Checklist  Performance based assessment
Key Ideas and Details - <u>Literary Elements</u>	CC.1.3.K.C	With prompting and support, identify characters, settings, and major events in a story.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	DRA  Teacher observation  Checklist  Performance based assessment
Craft and Structure – <u>Point of View</u>	CC.1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Check list  Performance based assessment
Craft and Structure – <u>Text Structure</u>	CC.1.3.K.E	Recognize common types of text.	Big Books Trade Books	80% demonstration of objectives.	Teacher observation  Checklist

			District Text Book & materials Leveled Texts		Performance based assessment
Craft and Structure - <u>Vocabulary</u>	CC.1.3.K.F	Ask and answer questions about unknown words in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist
Integration of Knowledge of Ideas - <u>Sources of Information</u>	CC.1.3.K.G	Make connections between the illustrations and the text in a story (read or read aloud).	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives.	Teacher observation  Checklist  Performance based assessment
Integration of Knowledge of Ideas – <u>Text Analysis</u>	CC.1.3.K.H	Compare and contrast the adventures and experiences of characters in familiar stories.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher observation  Checklist  Performance based assessment
Vocabulary <u>Acquisition and Use Strategies</u>	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.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher observation  Checklist  Performance based assessment
Vocabulary <u>Acquisition and Use</u>	CC.1.3.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher observation  Checklist  Performance based assessment
Range of Reading	CC.1.3.K.K	Actively engage in group reading activities with purpose and understanding.	Big Books Trade Books	80% demonstration of objectives	Teacher observation  Checklist

			District Text Books & materials Leveled Texts		
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## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Informative / Explanatory	CC.1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative / explanatory texts.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Informative / Explanatory – <u>focus</u>	CC.1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Informative / Explanatory - <u>content</u>	CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Informative / Explanatory - <u>Organization</u>	CC.1.4.K.D	Make logical connections between drawing and dictation / writing	Marker board / visuals Word Walls	80% demonstration of objectives	Rubric

			Journals District Writing Program		Writing portfolios and examples
Informative / Explanatory - <u>Style</u>	CC.1.4.K.F	With prompting and support, illustrate using details and dictate / write using descriptive words.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Informative/ Explanatory <u>Conventions of Language</u>	CC.1.4.K.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. <ul style="list-style-type: none"> <li>● Capitalize first word in a sentence and pronoun I.</li> <li>● Recognize and use end punctuation.</li> <li>● Spell simple words phonetically.</li> </ul>	Marker board / visuals Word Walls Journals Visuals Hands on activities and Games District Writing Program	80% demonstration of objectives  Capitalize first word in a sentence and pronoun I.  Recognize and use end punctuation.  Spell simple words phonetically.	Rubric  Writing portfolios and examples
<b>Opinion / Argumentative</b>	CC.1.4.K.G	<b>Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</b>	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Opinion / Argumentative - <u>Focus</u>	CC.1.4.K.H	Form an opinion by choosing between two given topics.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples



Opinion / Argumentative - <u>Content</u>	CC.1.4.K.1	Support the opinion with reasons.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Opinion / Argumentative - <u>Organization</u>	CC.1.4.K.J	Make logical connections between drawing and writing.	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
<b>Narrative</b>	CC.1.4.K.M	<b>Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</b>	Marker board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Narrative - <u>Focus</u>	CC.1.4.K.N	Establish “who” and “what” the narrative will be about.	Marker board / visuals Word Walls Journals classroom visuals district writing program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Narrative - <u>Content</u>	CC1.4.K.0	Describe experiences and events.	Marker board / visuals Word Walls Journals Classroom visuals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Narrative - <u>Organization</u>	CC1.4.K.P	Recount a single event or several loosely linked events, tell about the events in order in which they occurred and provided a reaction to what happened.	Marker board / visuals Word Walls Journals Classroom visuals	80% demonstration of objectives	Rubric  Writing portfolios and examples

			District Writing Program		
Narrative - <u>Conventions of Language</u>	CC.1.4.K.R	Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>● Capitalize first word in a sentence and pronoun I.</li> <li>● Recognize and use end punctuation.</li> <li>● Spell simple words phonetically.</li> </ul>	Marker board / visuals Word Walls Journals Classroom visuals District Writing Program	80% demonstration of objectives  Capitalize first word in a sentence and pronoun I.  Recognize and use end punctuation.  Spell simple words phonetically.	Rubric  Writing portfolios and examples
Production and Distributions of Writing – <u>Writing Process</u>	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.	Marker board / visuals word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Technology and Publications	CC.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Marker board / visuals word Walls Journals District Writing Program Computers	80% demonstration of objectives	Rubric  Writing portfolios and examples
Conducting Research	CC1.4.K.V	Participate in individual or shared research projects on a topic of interest.	Marker board / visuals word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples

Credibility, Reliability, and Validity of Sources	CC.1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer questions.	Marker board / visuals word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples
Range of Writing	CC1.4.K.X	Write routinely over short time frames.	Marker board / visuals word Walls Journals District Writing Program	80% demonstration of objectives	Rubric  Writing portfolios and examples

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Comprehension and Collaboration – <u>Collaborative Discussion</u>	CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and larger groups.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation  Checklist
Comprehension and Collaboration – <u>Critical Listening</u>	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.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation  Checklist
Comprehension and Collaboration - <u>Evaluating Information</u>	CC.1.5.K.C	Ask and answer questions in order to seek help, get information or clarify something that is not understood.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation  Checklist
Presentation of Knowledge and	CC.1.5.K.D	Share stories, familiar experiences, and interests	Guided reading Large group lessons	80% demonstration of objectives	Teacher observation

Ideas - <u>Purpose, Audience and Task</u>		speaking clearly enough to be understood by all audiences using appropriate volume.	Small group projects Partner projects		Checklist
Presentation of Knowledge and Ideas - <u>context</u>	CC.1.5.K.E	Speak audibly and express thoughts, feelings and ideas clearly.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Checklist
Conventions of Standard English	CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Checklist