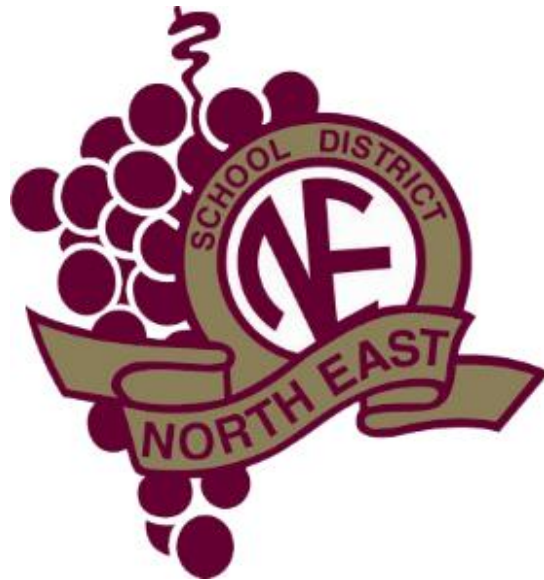


# North East School District PA Core Curriculum Map

## 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 non-verbal means). It also includes being able to use one's own resources to achieve those purposes. When children learn 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 his life. The following kindergarten maps demonstrate these foundational skills.

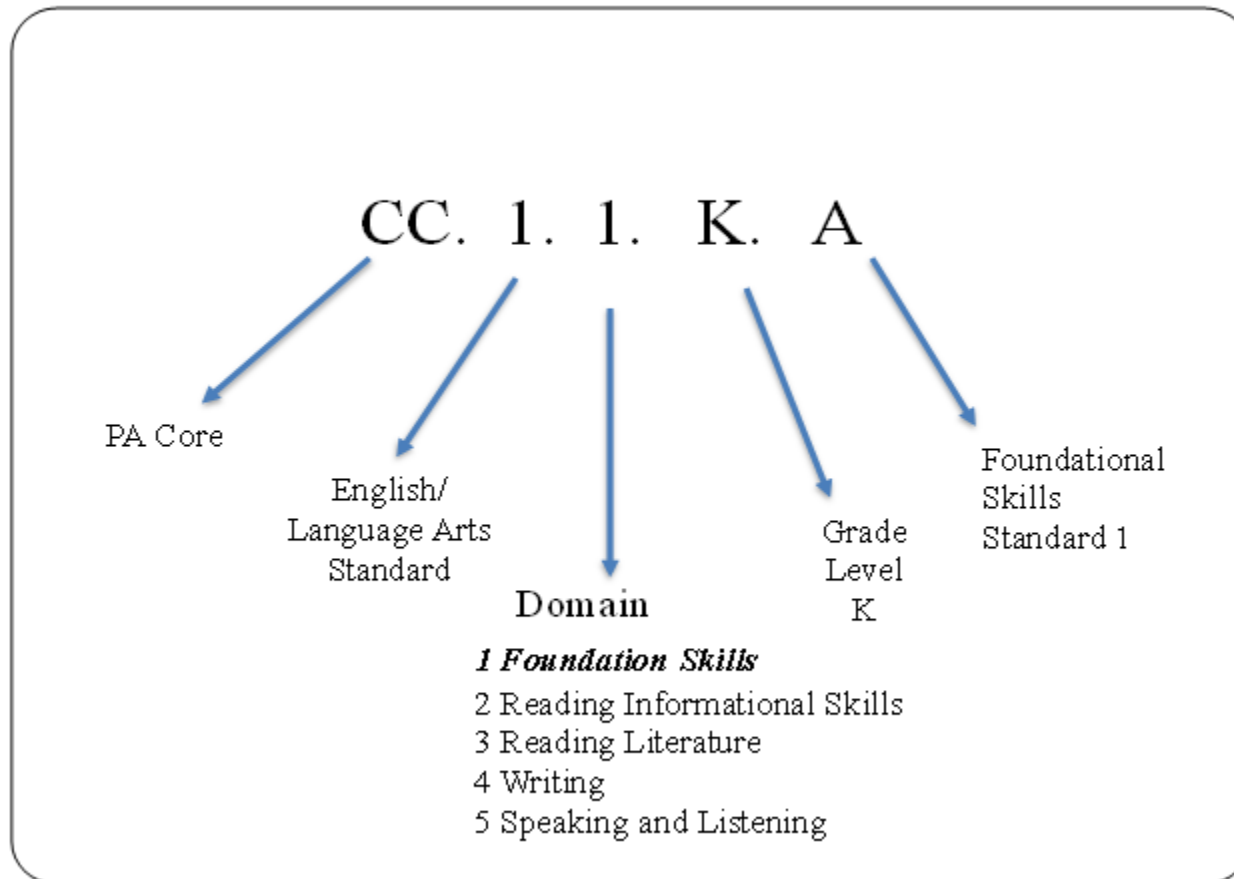
### **English/Language Arts - Long Term Transfer Goals**

North East 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.

## English/Language Arts Standard Taxonomy



NORTH EAST SCHOOL DISTRICT: DAVIS

**ELA** | **2017**

<b>SUBJECT</b> 	<b>Language Arts</b>			<u><b>KDG</b></u>
	<u><b>COURSE DESCRIPTION</b></u>			
<b>MONTH/QUARTER</b>	<b>CONCEPTS</b>	<b>STANDARDS/ ELIGIBLE CONTENT</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<b>SEPTEMBER</b>	Phonemic Awareness <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Blending Compound words</li> <li>• Segmenting Compound Words</li> <li>• Substituting Compound Words</li> <li>• Adding and Deleting Compound Words</li> <li>• Letter Naming</li> <li>• Consonant Onsets</li> <li>• Final Sounds</li> <li>• Listening</li> <li>• Beginning Sounds</li> </ul>	1.1 K.A Use book handling skills. 1.1 K.B Demonstrate understanding of the organization and basic features of print. 1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words. 1.2 K.B With prompting and support, answer questions about key details in a text. 1.2 K.E Identify parts of a book (title, author) and parts of a text (beginning, details, and end). 1.2 K.F With prompting and support, ask and answer questions about unknown words in a text. 1.2 K.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts	Teacher Observation  Phonemic Awareness subtests	Journeys manual/materials  Michael Heggerty's Phonemic Awareness Binder  Phonemic Awareness binder

		<p>1.2 K.L Actively engage in group reading activities with purpose and understanding.</p> <p>1.3 K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>1.3 K.E Recognize common types of text.</p> <p>1.3 K.F Ask and answer questions about unknown words in a text.</p> <p>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>1.3 K.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.</p> <p>1.3 K.K Actively engage in group reading activities with purpose and understanding.</p> <p>1.4 K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>1.5 K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>1.5 K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>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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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>OCTOBER</b></p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Rhyme Production</li> <li>• Syllables</li> <li>• Letter Naming</li> <li>• Consonant/Vowels</li> <li>• Consonant Onset</li> <li>• Syllable Blending</li> <li>• Final Sounds</li> <li>• Syllable Segmenting, Substituting, Adding &amp; Deleting</li> <li>• Blending Onsets</li> </ul> <p>Writer's Workshop Launch</p> <ul style="list-style-type: none"> <li>• Narrative unit 1</li> </ul>	<p>Same as above plus:</p> <p>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>1.4 K.N Establish who and what the narrative will be about.</p> <p>1.4 K.O Describe experiences and events.</p> <p>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>1.4 K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.X Write routinely over short time frames.</p>	<p>Teacher Observation</p> <p>Journeys Unit 1 Test</p> <p>Phonemic Awareness Subtests</p>	<p>Journeys Unit 1 manual/Materials</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Phonemic Awareness Binder/materials</p> <p>Writer's Workshop Unit 1/Anchor Stories</p>

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>NOVEMBER</b></p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Letter Naming Consonants/Vowels</li> <li>• Rhyme Production</li> <li>• Onset of Consonants</li> <li>• Blending Onset Rime</li> <li>• Final Sounds</li> <li>• Segmenting Onset Rime</li> <li>• Substituting, Adding and Deleting Initial Sounds</li> <li>• Nursery Rhymes</li> <li>• Blending Phonemes</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Narrative Unit 1</li> </ul>	<p>Same as above plus:</p>	<p>Teacher Observation</p> <p>Journeys Unit 2 Test</p> <p>Phonemic Awareness Subtests</p>	<p>Journeys manual unit 2 &amp; 3/Materials</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Phonemic Awareness Binder/materials</p> <p>Writer's Workshop Unit 1/Anchor Stories</p>
<p><b>DECEMBER</b></p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Letter Naming Consonants &amp; Vowels</li> <li>• Self Production of Rhyming Words</li> <li>• Onset short a &amp; i</li> <li>• Blending 2 &amp; 3 phoneme words</li> <li>• Medial Sounds</li> <li>• Segmenting 2 &amp; 3 phoneme words</li> <li>• Substituting, Adding &amp; Deleting Initial Sounds</li> <li>• Nursery Rhymes</li> <li>• Phoneme Segmentation</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Narrative Unit 1</li> </ul>	<p>Same as above</p>	<p>Teacher Observation</p> <p>Journeys Unit 3 and 4 test</p> <p>Phonemic Awareness Subtests</p>	<p>Journeys manual, unit 3 and 4 materials</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Phonemic Awareness Binder/Materials</p> <p>Writer's Workshop</p>

<b>MONTH/QUARTER</b>	<b>CONCEPTS</b>	<b>STANDARDS/ ELIGIBLE CONTENT</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<b>JANUARY</b>	Phonemic Awareness <ul style="list-style-type: none"> <li>• Letter Naming Consonants/Vowels</li> <li>• Onset short o &amp; u</li> <li>• Blending 3 phonemes</li> <li>• Medial Sounds</li> <li>• Segmenting 3 Phoneme Words</li> <li>• Substituting, Adding &amp; Deleting Initial Sounds</li> <li>• Nursery Rhymes</li> <li>• Rhyme Recognition &amp; Production</li> <li>• Sentence Segmentation</li> <li>• Phoneme Segmentation</li> <li>• Ending Sounds (Isolation and Matching)</li> </ul> Writer's Workshop <ul style="list-style-type: none"> <li>• Narrative Unit 2</li> </ul>	Same as above	Teacher Observation  Journeys Unit 5 test  Phonemic Awareness Subtests	Journeys manual, unit 5 and 6 materials  Michael Heggerty's Phonemic Awareness Binder  Phonemic Awareness Binder/Materials
<b>FEBRUARY</b>	Vowel Focus <ul style="list-style-type: none"> <li>• short a word families</li> </ul> Phonemic Awareness <ul style="list-style-type: none"> <li>• Letter naming Digraphs</li> <li>• Rhyme Production &amp; Recognition</li> <li>• Rhyming Digraphs and l Blends</li> <li>• Onset short e Digraphs &amp; l Blends</li> <li>• Blending 3 and 4 Phoneme Words</li> </ul>	Same as above plus:  CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.  CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Teacher Observation  Journeys Unit 6 test  Phonemic Awareness Subtests	Journeys manual, unit 6 materials  Michael Heggerty's Phonemic Awareness Binder  Phonemic Awareness Binder/Materials



	<ul style="list-style-type: none"> <li>• Final Sounds</li> <li>• Segmenting 3 &amp; 4 Phonemes</li> <li>• Nursery Rhymes</li> <li>• Isolation Beginning and Ending Sounds</li> <li>• Phoneme Segmentation</li> <li>• Rhyme Recognition</li> </ul> <p>Writer's Workshop Non-fiction writing</p>			Writer's Workshop Manual/Booklets
<b>MARCH</b>	<p>Vowel Focus</p> <ul style="list-style-type: none"> <li>• short e and short i word families</li> </ul> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Letter Naming l and r blends</li> <li>• Rhyming Digraphs, l &amp; r Blends</li> <li>• Onset Digraphs l Blends r Blends</li> <li>• Substituting, Adding Deleting Digraphs, l blends and r Blends</li> <li>• Blending 4 Phonemes Final Sounds</li> <li>• Segmenting 4 Phonemes and Onset Rime</li> <li>• Nursery Rhymes</li> <li>• Rhyme Production</li> <li>• Phoneme Segmentation</li> <li>• Sentence Dictation</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Non-Fiction Writing</li> </ul>	Same as above	<p>Teacher Observation</p> <p>Phonemic Awareness Subtests</p>	<p>Non-fiction books</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Phonemic Awareness Binder/Materials</p> <p>Writer's Workshop Manual/Booklets</p> <p>HWT Booklet</p>

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p style="text-align: center;"><b>APRIL</b></p>	<p>Vowel Focus</p> <ul style="list-style-type: none"> <li>• short o and short u word families</li> </ul> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Letter Naming adding s Blends and 3 letter s Blends</li> <li>• Rhyme Recognition and Production</li> <li>• s Blends &amp; 3 letter s Blends for Onset</li> <li>• Blending s Blends and 3 Letter s Blends</li> <li>• Segmenting s Blends and 3 Letter s Blends</li> <li>• Substituting Adding &amp; Deleting Consonant Blends</li> <li>• Nursery Rhymes</li> <li>• Phoneme Segmentation</li> <li>• Rhyme Production</li> <li>• NWF/CLS</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Non-Fiction Opinion Writing</li> </ul>	<p style="text-align: center;">Same as above</p>	<p>Teacher Observation</p> <p>Phonemic Awareness Subtests</p>	<p>Non-fiction books</p> <p>Phonemic Awareness Binder/Materials</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Writer's Workshop Manual/Booklets</p>
<p style="text-align: center;"><b>MAY</b></p>	<p>Vowel Focus</p> <ul style="list-style-type: none"> <li>• Review short a, e, i, o, u word families</li> <li>• Introduce long vowel word families</li> </ul>	<p>Same as above plus:</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>Teacher Observation</p> <p>Phonemic Awareness Subtests</p>	<p>Non-fiction books</p> <p>Phonemic Awareness Binder/Materials</p>

	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Rhyme Production and Recognition</li> <li>• Blending 4 Phoneme Words &amp; Syllables</li> <li>• Segmenting 4 Phoneme Words and Syllables</li> <li>• Substituting Vowels</li> <li>• Adding &amp; Deleting Prefixes &amp; Suffixes</li> <li>• Nursery Rhymes</li> <li>• Syllable Segmentation</li> <li>• Syllable Blending</li> <li>• Syllable Deletion</li> <li>• Writing Sentences</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Non-Fiction</li> <li>• Opinion Writing</li> <li>• Explore Digital Writing Tools</li> </ul>			<p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Writer's Workshop Manual/Booklets</p>
<b>JUNE</b>	<p>Vowel Focus</p> <ul style="list-style-type: none"> <li>• short a, e, i, o, u word families</li> </ul> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>• Writing Sentences</li> </ul> <p>Writer's Workshop</p> <ul style="list-style-type: none"> <li>• Non-Fiction</li> <li>• Opinion Writing</li> </ul>	Same as above	<p>Teacher Observation</p> <p>Phonemic Awareness Subtests</p>	<p>Non-fiction books</p> <p>Phonemic Awareness Binder/Materials</p> <p>Michael Heggerty's Phonemic Awareness Binder</p> <p>Writer's Workshop Manual/Booklets</p>