

Elementary Curriculum Maps



CKLA Knowledge – Grade K

Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

CKLA Knowledge – Grade K Scope and Sequence

Grade K		CKLA Knowledge – Grade K	
Unit	Timeline	Topics	Priority Standards
1: Nursery Rhymes & Fables	~12 days	English Language Arts	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Phonological Awareness <ul style="list-style-type: none"> ▪ 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. <i>(CC.1.1.K.C)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Text Analysis <ul style="list-style-type: none"> ▪ Answer questions about key details in a text. <i>(CC.1.3.K.B)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Recognize common types of text. <i>(CC.1.3.K.E)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ Ask and answer questions about unknown words in a text. <i>(CC.1.3.K.F)</i> ▪ Integration of Knowledge and Ideas - Sources of Information <ul style="list-style-type: none"> ▪ Make connections between the illustrations and the text in a story (read or read aloud). <i>(CC.1.3.K.G)</i> ▪ Integration of Knowledge and Ideas - Text Analysis <ul style="list-style-type: none"> ▪ Compare and contrast the adventures and experiences of characters in familiar stories. <i>(CC.1.3.K.H)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.3.K.K)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i>

			<ul style="list-style-type: none"> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i>
2: The Five Senses	~8 days	Science	<p>Standards</p> <ul style="list-style-type: none"> • Next Generation Science Standards (content standards) <ul style="list-style-type: none"> ○ <i>Elementary Standards: K</i> <ul style="list-style-type: none"> ▪ Motion and Stability: Forces and interactions <i>(K-PS2)</i> <ul style="list-style-type: none"> ▪ Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. <i>(K-PS2-2)</i> ▪ From Molecules to Organisms: Structures and Processes <i>(K-LS1)</i> <ul style="list-style-type: none"> ▪ Use observations to describe patterns of what plants and animals (including humans) need to survive. <i>(K-LS1-1)</i> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. <i>(CC.1.2.K.A)</i> ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. <i>(CC.1.2.K.B)</i> ▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. <i>(CC.1.2.K.C)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ With prompting and support, ask and answer questions about unknown words in a text. <i>(CC.1.2.K.F)</i> ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. <i>(CC.1.2.K.G)</i>

		English Language Arts	<ul style="list-style-type: none"> ▪ Integration of Knowledge and Ideas - Analysis Across Texts <ul style="list-style-type: none"> ▪ With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. <i>(CC.1.2.K.I)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Vocabulary Acquisition and Use - Strategies <ul style="list-style-type: none"> ▪ Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. <i>(CC.1.3.K.I)</i> ▪ Vocabulary Acquisition and Use <ul style="list-style-type: none"> ▪ Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. <i>(CC.1.3.K.J)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i> ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. <i>(CC.1.5.K.G)</i>
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3: Stories

~10
Lessons

English
Language Arts

Standards

- Pennsylvania Core Standards
 - *English Language Arts: K*
 - Print Concepts
 - 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 upper and lower case letters of the alphabet. *(CC.1.1.K.B)*
 - Key Ideas and Details - Main Idea
 - With prompting and support, identify the main idea and retell key details of text. *(CC.1.2.K.A)*
 - Key Ideas and Details - Text Analysis (B)
 - With prompting and support, answer questions about key details in a text. *(CC.1.2.K.B)*
 - Key Ideas and Details - Text Analysis (C)
 - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. *(CC.1.2.K.C)*
 - Integration of Knowledge and Ideas - Diverse Media
 - Answers questions to describe the relationship between illustrations and the text in which they appear. *(CC.1.2.K.G)*
 - Integration of Knowledge and Ideas - Evaluating Arguments
 - With prompting and support, identify the reasons an author gives to support points in a text. *(CC.1.2.K.H)*
 - Integration of Knowledge and Ideas - Analysis Across Texts
 - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. *(CC.1.2.K.I)*
 - Vocabulary Acquisition and Use (J)
 - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. *(CC.1.2.K.J)*
 - Range of Reading
 - Actively engage in group reading activities with purpose and understanding. *(CC.1.2.K.L)*
 - Key Ideas and Details - Theme
 - With prompting and support, retell familiar stories including key details. *(CC.1.3.K.A)*
 - Key Ideas and Details - Literary Elements
 - With prompting and support, identify characters, settings, and major events in a story. *(CC.1.3.K.C)*
 - Integration of Knowledge and Ideas - Sources of Information
 - Make connections between the illustrations and the text in a story (read or read aloud). *(CC.1.3.K.G)*
 - Integration of Knowledge and Ideas - Text Analysis
 - Compare and contrast the adventures and experiences of characters in familiar stories. *(CC.1.3.K.H)*
 - Vocabulary Acquisition and Use

			<ul style="list-style-type: none"> ▪ Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. <i>(CC.1.3.K.J)</i> ▪ Informative/Explanatory - Focus <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to focus on one specific topic. <i>(CC.1.4.K.B)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i> ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. <i>(CC.1.5.K.G)</i>
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4: Plants	~12 Lessons	Science	<p>Standards</p> <ul style="list-style-type: none"> • Next Generation Science Standards (content standards) <ul style="list-style-type: none"> ○ <i>Elementary Standards: K</i> <ul style="list-style-type: none"> ▪ Motion and Stability: Forces and interactions <i>(K-PS2)</i> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. <i>(K-PS2-1)</i> ▪ From Molecules to Organisms: Structures and Processes <i>(K-LS1)</i> <ul style="list-style-type: none"> ▪ Use observations to describe patterns of what plants and animals (including humans) need to survive. <i>(K-LS1-1)</i> ▪ Earth's Systems <i>(K-ESS2)</i> <ul style="list-style-type: none"> ▪ Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <i>(K-ESS2-2)</i> ▪ Earth and Human Activity <i>(K-ESS3)</i> <ul style="list-style-type: none"> ▪ Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <i>(K-ESS3-1)</i> ▪ Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <i>(K-ESS3-3)</i>
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		English Language Arts	<ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. <i>(CC.1.2.K.G)</i> ▪ Integration of Knowledge and Ideas - Analysis Across Texts <ul style="list-style-type: none"> ▪ With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. <i>(CC.1.2.K.I)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Text Analysis <ul style="list-style-type: none"> ▪ Answer questions about key details in a text. <i>(CC.1.3.K.B)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Recognize common types of text. <i>(CC.1.3.K.E)</i>
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<p>5: Farms</p>	<p>~ 9 Lessons</p>	<p>English Language Arts</p>	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. <i>(CC.1.2.K.A)</i> ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. <i>(CC.1.2.K.B)</i> ▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. <i>(CC.1.2.K.C)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ With prompting and support, ask and answer questions about unknown words in a text. <i>(CC.1.2.K.F)</i> ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. <i>(CC.1.2.K.G)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Recognize common types of text. <i>(CC.1.3.K.E)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ Ask and answer questions about unknown words in a text. <i>(CC.1.3.K.F)</i> ▪ Integration of Knowledge and Ideas - Sources of Information
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		<p>Next Generation Science</p>	<ul style="list-style-type: none"> ▪ Make connections between the illustrations and the text in a story (read or read aloud). <i>(CC.1.3.K.G)</i> ▪ Integration of Knowledge and Ideas - Text Analysis <ul style="list-style-type: none"> ▪ Compare and contrast the adventures and experiences of characters in familiar stories. <i>(CC.1.3.K.H)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.3.K.K)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i> ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. <i>(CC.1.5.K.G)</i> <ul style="list-style-type: none"> • Next Generation Science Standards (SE / DCI / CC) <ul style="list-style-type: none"> ○ <i>NGSS (SE / DCI / CC): K</i> <ul style="list-style-type: none"> ▪ Natural Hazards (<i>K.ESS3.B</i>) <ul style="list-style-type: none"> ▪ Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (<i>K-ESS3-2</i>) (<i>K.ESS3.B.1</i>)
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6: Native Americans	~8 Days	Civics and Government	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>Civics and Government: K</i> <ul style="list-style-type: none"> ▪ Rule of Law <ul style="list-style-type: none"> ▪ Explain the purpose of rules. (5.1.K.A) ▪ Laws and Government <ul style="list-style-type: none"> ▪ Explain the need for rules. (5.1.K.B) ▪ Structure, Organization and Operation of Government <ul style="list-style-type: none"> ▪ Identify the role of adults in authority at home or in school. (5.3.K.B) ○ <i>Economics: K</i> <ul style="list-style-type: none"> ▪ Opportunity Costs <ul style="list-style-type: none"> ▪ Identify choices to meet needs (6.1.K.C) ▪ Government's Role in International Trade <ul style="list-style-type: none"> ▪ Identify products produced in the region or state. (6.3.K.D) ▪ Specialization <ul style="list-style-type: none"> ▪ Identify the specialized role performed by each member of the family. (6.4.K.A) ○ <i>Geography: K</i> <ul style="list-style-type: none"> ▪ Geographic Tools <ul style="list-style-type: none"> ▪ Interpret a simple map of a known environment. (7.1.K.A) ▪ Physical Processes <ul style="list-style-type: none"> ▪ Identify land and water forms. (7.2.K.B) ▪ Human Characteristics <ul style="list-style-type: none"> ▪ Describe how weather affects daily life. (7.3.K.A) ▪ Impact of Physical Systems on People <ul style="list-style-type: none"> ▪ Identify local bodies of water and landforms to gain an understanding of their impact on the local community. (7.4.K.A) ○ <i>History: K</i> <ul style="list-style-type: none"> ▪ Contributions from Individuals and Groups (PA) <ul style="list-style-type: none"> ▪ Identify people in authority. (8.2.K.A) ▪ Impact of Continuity and Change on US History <ul style="list-style-type: none"> ▪ Demonstrate an understanding of time order. (8.3.K.C) ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Book Handling <ul style="list-style-type: none"> ▪ Utilize book handling skills. (CC.1.1.K.A) ▪ Print Concepts
		Economics	

		Geography	<ul style="list-style-type: none"> ▪ 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 upper and lower case letters of the alphabet. <i>(CC.1.1.K.B)</i> ▪ Phonological Awareness <ul style="list-style-type: none"> ▪ 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. <i>(CC.1.1.K.C)</i> ▪ Phonics and Word Recognition <ul style="list-style-type: none"> ▪ 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. <i>(CC.1.1.K.D)</i> ▪ Fluency <ul style="list-style-type: none"> ▪ Read emergent-reader text with purpose and understanding. <i>(CC.1.1.K.E)</i>
		History	<ul style="list-style-type: none"> ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. <i>(CC.1.2.K.B)</i> ▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. <i>(CC.1.2.K.C)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Identify parts of a book (title, author) and parts of a text (beginning, end, details). <i>(CC.1.2.K.E)</i> ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. <i>(CC.1.2.K.G)</i> ▪ Integration of Knowledge and Ideas - Evaluating Arguments <ul style="list-style-type: none"> ▪ With prompting and support, identify the reasons an author gives to support points in a text. <i>(CC.1.2.K.H)</i> ▪ Integration of Knowledge and Ideas - Analysis Across Texts <ul style="list-style-type: none"> ▪ With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. <i>(CC.1.2.K.I)</i> ▪ Range of Reading

		English Language Arts	<ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Integration of Knowledge and Ideas - Sources of Information <ul style="list-style-type: none"> ▪ Make connections between the illustrations and the text in a story (read or read aloud). <i>(CC.1.3.K.G)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.3.K.K)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i>
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<p>7: Kings and Queens</p>	<p>~8 Days</p>	<p>Economic</p>	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>Economics: K</i> <ul style="list-style-type: none"> ▪ Specialization <ul style="list-style-type: none"> ▪ Identify the specialized role performed by each member of the family. (6.4.K.A) ▪ Factors Contributing to Economic Interdependence <ul style="list-style-type: none"> ▪ Identify individual wants and needs. (6.4.K.D) ○ <i>History: K</i> <ul style="list-style-type: none"> ▪ Contributions from Individuals and Groups (PA) <ul style="list-style-type: none"> ▪ Identify people in authority. (8.2.K.A) ▪ Contributions from Individuals and Groups (World) <ul style="list-style-type: none"> ▪ Explain how cultures celebrate. (8.4.K.A) ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Phonological Awareness <ul style="list-style-type: none"> ▪ 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. (CC.1.1.K.C) ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A) ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. (CC.1.2.K.B) ▪ Key Ideas and Details - Text Analysis (C)
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		History	<ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. <i>(CC.1.2.K.C)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ With prompting and support, ask and answer questions about unknown words in a text. <i>(CC.1.2.K.F)</i> ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. <i>(CC.1.2.K.G)</i> ▪ Vocabulary Acquisition and Use (J) <ul style="list-style-type: none"> ▪ Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. <i>(CC.1.2.K.J)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Text Analysis <ul style="list-style-type: none"> ▪ Answer questions about key details in a text. <i>(CC.1.3.K.B)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Craft and Structure - Point of View <ul style="list-style-type: none"> ▪ Name the author and illustrator of a story and define the role of each in telling the story. <i>(CC.1.3.K.D)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Recognize common types of text. <i>(CC.1.3.K.E)</i> ▪ Integration of Knowledge and Ideas - Sources of Information
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		<p>English Language Arts</p>	<ul style="list-style-type: none"> ▪ Make connections between the illustrations and the text in a story (read or read aloud). <i>(CC.1.3.K.G)</i> ▪ Integration of Knowledge and Ideas - Text Analysis <ul style="list-style-type: none"> ▪ Compare and contrast the adventures and experiences of characters in familiar stories. <i>(CC.1.3.K.H)</i> ▪ Vocabulary Acquisition and Use <ul style="list-style-type: none"> ▪ Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. <i>(CC.1.3.K.J)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.3.K.K)</i> ▪ Narrative - Conventions of Language <ul style="list-style-type: none"> ▪ Demonstrate a grade appropriate command of the conventions of standard English standard English capitalization, punctuation, and spelling. Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically. <i>(CC.1.4.K.R)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i> ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. <i>(CC.1.5.K.G)</i>
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<p>8: Seasons and Weather</p>	<p>~9 Lessons</p>	<p>Science</p>	<p>Standards</p> <ul style="list-style-type: none"> • Next Generation Science Standards (content standards) <ul style="list-style-type: none"> ○ <i>Elementary Standards: K</i> <ul style="list-style-type: none"> ▪ Earth's Systems (<i>K-ESS2</i>) <ul style="list-style-type: none"> ▪ Use and share observations of local weather conditions to describe patterns over time. (<i>K-ESS2-1</i>) ▪ Earth and Human Activity (<i>K-ESS3</i>) <ul style="list-style-type: none"> ▪ Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (<i>K-ESS3-2</i>) • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. (<i>CC.1.2.K.A</i>) ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. (<i>CC.1.2.K.B</i>) ▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (<i>CC.1.2.K.C</i>) ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ With prompting and support, ask and answer questions about unknown words in a text. (<i>CC.1.2.K.F</i>) ▪ Integration of Knowledge and Ideas - Diverse Media <ul style="list-style-type: none"> ▪ Answers questions to describe the relationship between illustrations and the text in which they appear. (<i>CC.1.2.K.G</i>) ▪ Integration of Knowledge and Ideas - Evaluating Arguments <ul style="list-style-type: none"> ▪ With prompting and support, identify the reasons an author gives to support points in a text. (<i>CC.1.2.K.H</i>) ▪ Integration of Knowledge and Ideas - Analysis Across Texts <ul style="list-style-type: none"> ▪ With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (<i>CC.1.2.K.I</i>) ▪ Range of Reading
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		English Language Arts	<ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.2.K.L)</i> ▪ Key Ideas and Details - Theme <ul style="list-style-type: none"> ▪ With prompting and support, retell familiar stories including key details. <i>(CC.1.3.K.A)</i> ▪ Key Ideas and Details - Text Analysis <ul style="list-style-type: none"> ▪ Answer questions about key details in a text. <i>(CC.1.3.K.B)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Craft and Structure - Point of View <ul style="list-style-type: none"> ▪ Name the author and illustrator of a story and define the role of each in telling the story. <i>(CC.1.3.K.D)</i> ▪ Craft and Structure - Text Structure <ul style="list-style-type: none"> ▪ Recognize common types of text. <i>(CC.1.3.K.E)</i> ▪ Craft and Structure - Vocabulary <ul style="list-style-type: none"> ▪ Ask and answer questions about unknown words in a text. <i>(CC.1.3.K.F)</i> ▪ Range of Reading <ul style="list-style-type: none"> ▪ Actively engage in group reading activities with purpose and understanding. <i>(CC.1.3.K.K)</i> ▪ Comprehension and Collaboration - Collaborative Discussion <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with peers and adults in small and larger groups. <i>(CC.1.5.K.A)</i> ▪ Comprehension and Collaboration - Critical Listening <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CC.1.5.K.B)</i> ▪ Comprehension and Collaboration - Evaluating Information <ul style="list-style-type: none"> ▪ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(CC.1.5.K.C)</i> ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. <i>(CC.1.5.K.D)</i> ▪ Presentation of Knowledge and Ideas - Context <ul style="list-style-type: none"> ▪ Speak audibly and express thoughts, feelings, and ideas clearly. <i>(CC.1.5.K.E)</i> ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. <i>(CC.1.5.K.G)</i>
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9: Columbus and Pilgrims	~9 Days	Civics and Government	Standards <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>Civics and Government: K</i> <ul style="list-style-type: none"> ▪ Symbols <ul style="list-style-type: none"> ▪ Identify significant American holidays and their symbols. <i>(5.1.K.F)</i>

		Economic	<ul style="list-style-type: none"> ○ <i>Economics: K</i> <ul style="list-style-type: none"> ▪ Scarcity and Choice <ul style="list-style-type: none"> ▪ Identify how scarcity influences choice. (6.1.K.A) ▪ Opportunity Costs <ul style="list-style-type: none"> ▪ Identify choices to meet needs (6.1.K.C) ○ <i>Geography: K</i> <ul style="list-style-type: none"> ▪ Physical Processes <ul style="list-style-type: none"> ▪ Identify land and water forms. (7.2.K.B) ▪ Human Characteristics <ul style="list-style-type: none"> ▪ Describe how weather affects daily life. (7.3.K.A) ○ <i>History: K</i> <ul style="list-style-type: none"> ▪ Continuity and Change over Time <ul style="list-style-type: none"> ▪ Identify chronological sequence through days, weeks, months, and years (calendar time). (8.1.K.A) ▪ Contributions from Individuals and Groups (US History) <ul style="list-style-type: none"> ▪ Identify American people related to national holidays. (8.3.K.A) ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A) ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. (CC.1.2.K.B) ▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)
		Geography	
		History	
		English Language Arts	



10: Colonial Towns and Townspeople	~10 Days	Economics	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>Economics: K</i> <ul style="list-style-type: none"> ▪ Opportunity Costs <ul style="list-style-type: none"> ▪ Identify choices to meet needs (6.1.K.C) ▪ Incentives and Choice <ul style="list-style-type: none"> ▪ Identify a choice based on family interest. (6.1.K.D) ▪ Goods and Services <ul style="list-style-type: none"> ▪ Identify goods and consumers. (6.2.K.A) ▪ Price Determination <ul style="list-style-type: none"> ▪ Identify currency and how it is used. (6.2.K.D) ▪ Specialization
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		History	<ul style="list-style-type: none"> ▪ Identify the specialized role performed by each member of the family. (6.4.K.A) ▪ Types of Businesses <ul style="list-style-type: none"> ▪ Identify goods and services provided by local businesses (6.5.K.C) ○ <i>History: K</i> <ul style="list-style-type: none"> ▪ Continuity and Change over Time <ul style="list-style-type: none"> ▪ Identify chronological sequence through days, weeks, months, and years (calendar time). (8.1.K.A) ▪ Impact of Continuity and Change on US History <ul style="list-style-type: none"> ▪ Demonstrate an understanding of time order. (8.3.K.C) ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> ▪ With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A) ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. (CC.1.2.K.B) ▪ Opinion/Argumentative <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. (CC.1.4.K.G) ▪ Narrative <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. (CC.1.4.K.M) ▪ Presentation of Knowledge and Ideas - Purpose, Audience, and Task <ul style="list-style-type: none"> ▪ Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D) ▪ Conventions of Standard English <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)
11: Taking Care of the Earth	~10 Days	Next Generation Science	Standards <ul style="list-style-type: none"> • Next Generation Science Standards (content standards) <ul style="list-style-type: none"> ○ <i>Elementary Standards: K</i> <ul style="list-style-type: none"> ▪ Earth and Human Activity (K-ESS3) <ul style="list-style-type: none"> ▪ Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3) • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>English Language Arts: K</i> <ul style="list-style-type: none"> ▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> ▪ With prompting and support, answer questions about key details in a text. (CC.1.2.K.B) ▪ Key Ideas and Details - Text Analysis (C)

		English Language Arts	<ul style="list-style-type: none"> ▪ With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. <i>(CC.1.2.K.C)</i> ▪ Informative/Explanatory <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. <i>(CC.1.4.K.A)</i> ▪ Informative/Explanatory - Focus <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to focus on one specific topic. <i>(CC.1.4.K.B)</i> ▪ Technology and Publication <ul style="list-style-type: none"> ▪ With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. <i>(CC.1.4.K.U)</i> ▪ Conducting Research <ul style="list-style-type: none"> ▪ Participate in individual or shared research projects on a topic of interest. <i>(CC.1.4.K.V)</i>
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12: Presidents and American Symbols	~9 Days	Civics and Government	<p>Standards</p> <ul style="list-style-type: none"> • Pennsylvania Core Standards <ul style="list-style-type: none"> ○ <i>Civics and Government: K</i> <ul style="list-style-type: none"> ▪ Principles and Ideals that Shape Government <ul style="list-style-type: none"> ▪ Define respect for self and others. <i>(5.1.K.C)</i> ▪ Symbols <ul style="list-style-type: none"> ▪ Identify significant American holidays and their symbols. <i>(5.1.K.F)</i> ○ <i>Geography: K</i> <ul style="list-style-type: none"> ▪ Geographic Tools <ul style="list-style-type: none"> ▪ Interpret a simple map of a known environment. <i>(7.1.K.A)</i> ○ <i>History: K</i> <ul style="list-style-type: none"> ▪ Contributions from Individuals and Groups (PA) <ul style="list-style-type: none"> ▪ Identify people in authority. <i>(8.2.K.A)</i> ▪ Conflict and Cooperation (PA) <ul style="list-style-type: none"> ▪ Demonstrate an understanding of conflict. <i>(8.2.K.D)</i> ▪ Contributions from Individuals and Groups (US History) <ul style="list-style-type: none"> ▪ Identify American people related to national holidays. <i>(8.3.K.A)</i> ▪ Impact of Continuity and Change on US History <ul style="list-style-type: none"> ▪ Demonstrate an understanding of time order. <i>(8.3.K.C)</i> ○ <i>English Language Arts: K</i>
		Geography	

		History	<ul style="list-style-type: none"> ▪ Key Ideas and Details - Text Analysis <ul style="list-style-type: none"> ▪ Answer questions about key details in a text. <i>(CC.1.3.K.B)</i> ▪ Key Ideas and Details - Literary Elements <ul style="list-style-type: none"> ▪ With prompting and support, identify characters, settings, and major events in a story. <i>(CC.1.3.K.C)</i> ▪ Informative/Explanatory <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. <i>(CC.1.4.K.A)</i> ▪ Informative/Explanatory - Focus <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to focus on one specific topic. <i>(CC.1.4.K.B)</i> ▪ Opinion/Argumentative <ul style="list-style-type: none"> ▪ Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. <i>(CC.1.4.K.G)</i> ▪ Opinion/Argumentative - Focus <ul style="list-style-type: none"> ▪ Form an opinion by choosing between two given topics. <i>(CC.1.4.K.H)</i> ▪ Opinion/Argumentative - Content <ul style="list-style-type: none"> ▪ Support the opinion with reasons. <i>(CC.1.4.K.I)</i> ▪ Opinion/Argumentative - Organization <ul style="list-style-type: none"> ▪ Make logical connections between drawing and dictation/writing. <i>(CC.1.4.K.J)</i>
		English Language Arts	

CVSD CKLA Knowledge Curriculum Map – Grade K



Gr K-CKLA Knowledge 01 Nursery Rhymes & Fables

Unit #: CV-00131324

Duration: 12.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>English Language Arts: K</i></p> <p>Phonological Awareness</p> <p>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. (CC.1.1.K.C)</p> <p>Key Ideas and Details - Theme</p> <p>With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)</p> <p>Key Ideas and Details - Text Analysis</p> <p>Answer questions about key details in a text. (CC.1.3.K.B)</p> <p>Key Ideas and Details - Literary Elements</p> <p>With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)</p> <p>Craft and Structure - Text Structure</p> <p>Recognize common types of text. (CC.1.3.K.E)</p> <p>Craft and Structure - Vocabulary</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Nursery rhymes and fables have been favorites with children for generations.</p> <p>U2 Traditional rhymes help students learn vocabulary and build phonemic awareness.</p> <p>U3 Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 Why read literature?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Demonstrate understanding of key vocabulary</p> <p>K2 Identify literary elements such as character, main events, and moral lessons.</p> <p>K3 Compare and contrast characters from different rhymes and fables</p> <p>K4 Sequence events in a rhyme or story</p> <p>K5 Retell a story by drawing and writing details about the characters and events</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Identify rhyming words</p>

Ask and answer questions about unknown words in a text. (CC.1.3.K.F)

Integration of Knowledge and Ideas - Sources of Information

Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)

Integration of Knowledge and Ideas - Text Analysis

Compare and contrast the adventures and experiences of characters in familiar stories. (CC.1.3.K.H)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)

Comprehension and Collaboration - Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.
(CC.1.5.K.D)

Presentation of Knowledge and Ideas - Context

Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)



Gr K-CKLA Knowledge 02 The Five Senses

Unit #: CV-00131326

Duration: 8.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Next Generation Science Standards (content standards)</p> <p><i>Elementary Standards: K</i></p> <p>Motion and Stability: Forces and interactions (K-PS2)</p> <p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)</p> <p>From Molecules to Organisms: Structures and Processes (K-LS1)</p> <p>Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)</p> <p>Pennsylvania Core Standards</p> <p><i>English Language Arts: K</i></p> <p>Key Ideas and Details - Main Idea</p> <p>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</p> <p>Key Ideas and Details - Text Analysis (B)</p> <p>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</p> <p>Key Ideas and Details - Text Analysis (C)</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Everything we know about the world comes through our five senses.</p> <p>U2 Each sense uses a unique body part to take in information.</p> <p>U3 Conducting observations and using language to describe those observations are key skills in the scientific process.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How do we use our five senses to navigate the world?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic understanding of the five senses</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Use graphic organizers to categorize and sort information about the senses</p> <p>S3 Create timelines recording important events in the lives of Helen Keller and Ray Charles</p> <p>S4 Write and draw information detailing each of the five senses</p>

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)

Craft and Structure – Vocabulary

With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)

Integration of Knowledge and Ideas - Diverse Media

Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)

Integration of Knowledge and Ideas - Analysis Across Texts

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

Vocabulary Acquisition and Use - Strategies

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. (CC.1.3.K.I)

Vocabulary Acquisition and Use

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.3.K.J)

Comprehension and Collaboration -
Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Presentation of Knowledge and Ideas – Context

Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)



Gr K-CKLA Knowledge 03 Stories

Unit #: CV-00131328

Duration: 10.0 Lesson(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children's literature.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
Standards	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
Pennsylvania Core Standards		
English Language Arts: K		
Print Concepts	Meaning	
	Understanding(s)	Essential Question(s)
<p>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 upper and lower case letters of the alphabet. (CC.1.1.K.B)</p> <p>Key Ideas and Details - Main Idea</p> <p>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</p> <p>Key Ideas and Details - Text Analysis (B)</p> <p>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</p> <p>Key Ideas and Details - Text Analysis (C)</p> <p>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</p> <p>Integration of Knowledge and Ideas - Diverse Media</p> <p>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</p>	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Memorable characters in classic stories and trickster tales have delighted children for generations.</p> <p>U2 Students gain an appreciation for fiction from other cultures.</p> <p>U3 Students acquire and understanding of the elements of story including characters, plot, and setting.</p> <p>U4 Recurring themes appear in classic and popular children’s literature.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 Why read literature?</p>
	Acquisition	
	Knowledge	Skill(s)
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic knowledge of stories</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Sequence the beginning, middle and end of stories</p> <p>S3 Compare and contrast characters from different stories</p> <p>S4 Orally create and expand sentences</p>

Integration of Knowledge and Ideas - Evaluating Arguments

With prompting and support, identify the reasons an author gives to support points in a text. (CC.1.2.K.H)

Integration of Knowledge and Ideas - Analysis Across Texts

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)

Vocabulary Acquisition and Use (J)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.2.K.J)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)

Integration of Knowledge and Ideas - Sources of Information

Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)

Integration of Knowledge and Ideas - Text Analysis

S5 Describe characters, setting, and plot from different stories

S6 Write and draw events and details to retell a story

Compare and contrast the adventures and experiences of characters in familiar stories. (CC.1.3.K.H)

Vocabulary Acquisition and Use

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.3.K.J)

Informative/Explanatory - Focus

Use a combination of drawing, dictating, and writing to focus on one specific topic. (CC.1.4.K.B)

Comprehension and Collaboration - Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Presentation of Knowledge and Ideas - Context

Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)



Gr K-CKLA Knowledge 04 Plants

Unit #: CV-00131332

Duration: 12.0 Lesson(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Next Generation Science Standards (content standards)</p> <p><i>Elementary Standards: K</i></p> <p>Motion and Stability: Forces and interactions (K-PS2)</p> <p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (K-PS2-1)</p> <p>From Molecules to Organisms: Structures and Processes (K-LS1)</p> <p>Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)</p> <p>Earth's Systems (K-ESS2)</p> <p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p> <p>Earth and Human Activity (K-ESS3)</p> <p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1)</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 All living things are interconnected.</p> <p>U2 Plants make up one kingdom in the scientific system that classifies different living things.</p> <p>U3 There are over 350,000 species of plants on earth.</p> <p>U4 Plants need basic things to stay alive and grow.</p> <p>U5 Plants have life cycles, like other living things.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How do plants contribute to our ecosystem?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic understanding of plants</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Compare and contrast characters plants and plant parts using a graphic organizer</p> <p>S3 Orally describe plants, plant parts, and life cycles</p> <p>S4 Describe characters, setting, and plot from different stories</p> <p>S5 Write and draw information from the text</p>

Pennsylvania Core Standards

English Language Arts: K

Integration of Knowledge and Ideas - Diverse Media

Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)

Integration of Knowledge and Ideas - Analysis Across Texts

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Text Analysis

Answer questions about key details in a text. (CC.1.3.K.B)

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)

Craft and Structure - Text Structure

Recognize common types of text. (CC.1.3.K.E)



Gr K-CKLA Knowledge 05 Farms

Unit #: CV-00131331

Duration: 9.0 Lesson(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>English Language Arts: K</i></p> <p>Key Ideas and Details - Main Idea</p> <p>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</p> <p>Key Ideas and Details - Text Analysis (B)</p> <p>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</p> <p>Key Ideas and Details - Text Analysis (C)</p> <p>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</p> <p>Craft and Structure - Vocabulary</p> <p>With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)</p> <p>Integration of Knowledge and Ideas - Diverse Media</p> <p>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</p> <p>Range of Reading</p> <p>Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Students draw on information gained in the Plants domain to understand what plants and animals need to grow.</p> <p>U2 Farms are an important source of food and other products people use.</p> <p>U3 The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How are farms important to my community?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Demonstrate understanding of key vocabulary</p> <p>K2 Choose the best word to describe what is happening in images</p> <p>K3 Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets</p> <p>K4 Sequence events in an informational and literary text</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)

Craft and Structure - Text Structure

Recognize common types of text. (CC.1.3.K.E)

Craft and Structure - Vocabulary

Ask and answer questions about unknown words in a text. (CC.1.3.K.F)

Integration of Knowledge and Ideas - Sources of Information

Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)

Integration of Knowledge and Ideas - Text Analysis

Compare and contrast the adventures and experiences of characters in familiar stories. (CC.1.3.K.H)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)

Comprehension and Collaboration - Collaborative Discussion

K5 Write and draw information from the text about animals, farm jobs, and seasons.

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Presentation of Knowledge and Ideas - Context

Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)

Next Generation Science Standards (SE / DCI / CC)

NGSS (SE / DCI / CC): K
Natural Hazards (K.ESS3.B)

Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) (K.ESS3.B.1)



Gr K-CKLA Knowledge 06 Native Americans

Unit #: CV-00131333

Duration: 8.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>Civics and Government: K</i></p> <p>Rule of Law</p> <p>Explain the purpose of rules. (5.1.K.A)</p> <p>Laws and Government</p> <p>Explain the need for rules. (5.1.K.B)</p> <p>Structure, Organization and Operation of Government</p> <p>Identify the role of adults in authority at home or in school. (5.3.K.B)</p> <p><i>Economics: K</i></p> <p>Opportunity Costs</p> <p>Identify choices to meet needs (6.1.K.C)</p> <p>Government's Role in International Trade</p> <p>Identify products produced in the region or state. (6.3.K.D)</p> <p>Specialization</p> <p>Identify the specialized role performed by each member of the family. (6.4.K.A)</p> <p><i>Geography: K</i></p> <p>Geographic Tools</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.</p> <p>U2 There were many different tribes and each had their own way of life.</p> <p>U3 Geographical locations influenced lifestyles and individual cultures of different tribes.</p> <p>U4 Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How do indigenous people live?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic understanding of Native American life</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Distinguish the meaning of the words to and from in context.</p> <p>S3 Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed</p>

Interpret a simple map of a known environment.
(7.1.K.A)

Physical Processes

Identify land and water forms. (7.2.K.B)

Human Characteristics

Describe how weather affects daily life.
(7.3.K.A)

Impact of Physical Systems on People

Identify local bodies of water and landforms to gain an understanding of their impact on the local community. (7.4.K.A)

History: K

Contributions from Individuals and Groups (PA)

Identify people in authority. (8.2.K.A)

Impact of Continuity and Change on US History
Demonstrate an understanding of time order.
(8.3.K.C)

English Language Arts: K

Book Handling

Utilize book handling skills. (CC.1.1.K.A)

Print Concepts

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.

S4 Compare and contrast three Native American tribes using a graphic organizer

S5 Write and draw information from the text describe characteristics of different tribes and items used in Native American life

Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. (CC.1.1.K.B)

Phonological Awareness

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. (CC.1.1.K.C)

Phonics and Word Recognition

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. (CC.1.1.K.D)

Fluency

Read emergent-reader text with purpose and understanding. (CC.1.1.K.E)

Key Ideas and Details - Text Analysis (B)

With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)

Key Ideas and Details - Text Analysis (C)

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)

Craft and Structure - Text Structure

Identify parts of a book (title, author) and parts of a text (beginning, end, details). (CC.1.2.K.E)

Integration of Knowledge and Ideas - Diverse Media

Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)

Integration of Knowledge and Ideas - Evaluating Arguments

With prompting and support, identify the reasons an author gives to support points in a text. (CC.1.2.K.H)

Integration of Knowledge and Ideas - Analysis Across Texts

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)

Integration of Knowledge and Ideas - Sources of Information

Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)

Comprehension and Collaboration - Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Context

Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)



Gr K-CKLA Knowledge 07 Kings and Queens

Unit #: CV-00131325

Duration: 8.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards <i>Economics: K</i></p> <p>Specialization</p> <p>Identify the specialized role performed by each member of the family. (6.4.K.A)</p> <p>Factors Contributing to Economic Interdependence</p> <p>Identify individual wants and needs. (6.4.K.D)</p> <p><i>History: K</i></p> <p>Contributions from Individuals and Groups (PA)</p> <p>Identify people in authority. (8.2.K.A)</p> <p>Contributions from Individuals and Groups (World)</p> <p>Explain how cultures celebrate. (8.4.K.A)</p> <p><i>English Language Arts: K</i></p> <p>Phonological Awareness</p> <p>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</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Throughout history, royalty has played a major role in the governance of countries in the world.</p> <p>U2 The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.</p> <p>U3 This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 What does this literature reveal about a culture/time period?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic understanding of Kings and Queens</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Distinguish the meaning of the words to and from in context.</p> <p>S3 Describe the characters, setting, and plot of a story</p> <p>S4 Sequence story events</p> <p>S5 Compare and contrast royal families with non-royal families using a graphic organizer</p>

(phonemes) in the three-phoneme (CVC) words. (CC.1.1.K.C)

Key Ideas and Details - Main Idea

With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)

Key Ideas and Details - Text Analysis (B)

With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)

Key Ideas and Details - Text Analysis (C)

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)

Craft and Structure - Vocabulary

With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)

Integration of Knowledge and Ideas - Diverse Media

Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)

Vocabulary Acquisition and Use (J)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.2.K.J)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

S6 Draw and write events from stories

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Text Analysis

Answer questions about key details in a text. (CC.1.3.K.B)

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)

Craft and Structure - Point of View

Name the author and illustrator of a story and define the role of each in telling the story. (CC.1.3.K.D)

Craft and Structure - Text Structure

Recognize common types of text. (CC.1.3.K.E)

Integration of Knowledge and Ideas - Sources of Information

Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)

Integration of Knowledge and Ideas - Text Analysis

Compare and contrast the adventures and experiences of characters in familiar stories. (CC.1.3.K.H)

Vocabulary Acquisition and Use

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.3.K.J)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)

Narrative - Conventions of Language

Demonstrate a grade appropriate command of the conventions of standard English standard English capitalization, punctuation, and spelling.

Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation.

Spell simple words phonetically. (CC.1.4.K.R)

Comprehension and Collaboration - Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)

Comprehension and Collaboration - Critical Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Presentation of Knowledge and Ideas - Context
Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)



Gr K-CKLA Knowledge 08 Seasons and Weather

Unit #: CV-00131334

Duration: 9.0 Lesson(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

An introduction to weather and the seasons, students learn that regions of Earth experience different characteristic weather patterns throughout the year.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Next Generation Science Standards (content standards)</p> <p><i>Elementary Standards: K</i></p> <p>Earth's Systems (K-ESS2)</p> <p>Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p> <p>Earth and Human Activity (K-ESS3)</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p> <p>Pennsylvania Core Standards</p> <p><i>English Language Arts: K</i></p> <p>Key Ideas and Details - Main Idea</p> <p>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</p> <p>Key Ideas and Details - Text Analysis (B)</p> <p>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</p> <p>Key Ideas and Details - Text Analysis (C)</p> <p>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Different regions of the Earth experience different weather patterns throughout the year.</p> <p>U2 Weather patterns in the year are called seasons: winter, spring, summer, and fall.</p> <p>U3 Knowing about the weather is important to our daily lives and activities.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How are seasons and weather pattern related?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic understanding of seasons and weather</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Orally describe details from informational and literary text</p> <p>S3 Ask and answer questions using who</p> <p>S4 Draw and sequence the seasons of the year</p> <p>S5 Use information from the text to draw a picture explaining how to stay safe during a storm</p>

Craft and Structure - Vocabulary

With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)

Integration of Knowledge and Ideas - Diverse Media

Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)

Integration of Knowledge and Ideas - Evaluating Arguments

With prompting and support, identify the reasons an author gives to support points in a text. (CC.1.2.K.H)

Integration of Knowledge and Ideas - Analysis Across Texts

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)

Key Ideas and Details - Theme

With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)

Key Ideas and Details - Text Analysis

Answer questions about key details in a text. (CC.1.3.K.B)

S6 Record information in a weather diary and present a weather report

Key Ideas and Details - Literary Elements

With prompting and support, identify characters, settings, and major events in a story.

(CC.1.3.K.C)

Craft and Structure - Point of View

Name the author and illustrator of a story and define the role of each in telling the story.

(CC.1.3.K.D)

Craft and Structure - Text Structure

Recognize common types of text. (CC.1.3.K.E)

Craft and Structure - Vocabulary

Ask and answer questions about unknown words in a text. (CC.1.3.K.F)

Range of Reading

Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)

Comprehension and Collaboration -
Collaborative Discussion

Participate in collaborative conversations with peers and adults in small and larger groups.

(CC.1.5.K.A)

Comprehension and Collaboration - Critical
Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)

Comprehension and Collaboration - Evaluating
Information

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Presentation of Knowledge and Ideas - Context
Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)



Gr K-CKLA Knowledge 09 Columbus and Pilgrims

Unit #: CV-00133806

Duration: 9.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>Civics and Government: K</i></p> <p>Symbols</p> <p>Identify significant American holidays and their symbols. (5.1.K.F)</p> <p><i>Economics: K</i></p> <p>Scarcity and Choice</p> <p>Identify how scarcity influences choice. (6.1.K.A)</p> <p>Opportunity Costs</p> <p>Identify choices to meet needs (6.1.K.C)</p> <p><i>Geography: K</i></p> <p>Physical Processes</p> <p>Identify land and water forms. (7.2.K.B)</p> <p>Human Characteristics</p> <p>Describe how weather affects daily life. (7.3.K.A)</p> <p><i>History: K</i></p> <p>Continuity and Change over Time</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)	Essential Question(s)	
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.</p> <p>U2 There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 Why did Columbus sail west?</p> <p>Q2 What was the reason for the pilgrims to travel to the west?</p> <p>Q3 Who and why were the Americas discovered?</p>	
Acquisition		
Knowledge	Skill(s)	
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic knowledge of Columbus and the pilgrims</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Orally describe details from informational text</p> <p>S3 Use a graphic organizer to summarize text</p> <p>S4 Ask and answer questions using what</p> <p>S5 Identify and understand information on a timeline</p> <p>S6 Write a travel journal</p>	

Identify chronological sequence through days, weeks, months, and years (calendar time). (8.1.K.A)

Contributions from Individuals and Groups (US History)

Identify American people related to national holidays. (8.3.K.A)

English Language Arts: K

Key Ideas and Details - Main Idea

With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)

Key Ideas and Details - Text Analysis (B)

With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)

Key Ideas and Details - Text Analysis (C)

With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)

S7 Write short phrases and sentences and draw pictures based on details in the text



Gr K-CKLA Knowledge 10 Colonial Towns and Townspeople

Unit #: CV-00133811

Duration: 10.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>Economics: K</i></p> <p>Opportunity Costs</p> <p>Identify choices to meet needs (6.1.K.C)</p> <p>Incentives and Choice</p> <p>Identify a choice based on family interest. (6.1.K.D)</p> <p>Goods and Services</p> <p>Identify goods and consumers. (6.2.K.A)</p> <p>Price Determination</p> <p>Identify currency and how it is used. (6.2.K.D)</p> <p>Specialization</p> <p>Identify the specialized role performed by each member of the family. (6.4.K.A)</p> <p>Types of Businesses</p> <p>Identify goods and services provided by local businesses (6.5.K.C)</p> <p><i>History: K</i></p> <p>Continuity and Change over Time</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Students draw on knowledge from Columbus and the Pilgrims as they learn more about America's history during colonial times.</p> <p>U2 The daily life of people during the colonial era are contrasted with students' present-day experiences.</p> <p>U3 The differences between living in a town versus living in the country are explored.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 What were the different roles of the colonial townspeople?</p> <p>Q2 What types of trades were found in colonial times and how did they contribute to the town?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic knowledge of colonial life</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Orally describe details from informational text</p> <p>S3 Use a graphic organizer to organize and retell information</p> <p>S4 Ask and answer questions using where</p> <p>S5 Sequence events based on information in the text</p>

Identify chronological sequence through days, weeks, months, and years (calendar time). (8.1.K.A)

Impact of Continuity and Change on US History
Demonstrate an understanding of time order. (8.3.K.C)

English Language Arts: K

Key Ideas and Details - Main Idea

With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)

Key Ideas and Details - Text Analysis (B)

With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)

Opinion/Argumentative

Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. (CC.1.4.K.G)

Narrative

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. (CC.1.4.K.M)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)

Conventions of Standard English

S6 Write short phrases and sentences and draw pictures based on details in the text

Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)



Gr K-CKLA Knowledge 11 Taking Care of the Earth

Unit #: CV-00133807

Duration: 10.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Next Generation Science Standards (content standards)</p> <p><i>Elementary Standards: K</i></p> <p>Earth and Human Activity (K-ESS3)</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p> <p>Pennsylvania Core Standards</p> <p><i>English Language Arts: K</i></p> <p>Key Ideas and Details - Text Analysis (B)</p> <p>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</p> <p>Key Ideas and Details - Text Analysis (C)</p> <p>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</p> <p>Informative/Explanatory</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. (CC.1.4.K.A)</p> <p>Informative/Explanatory - Focus</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 People’s actions affect the environment in which we live.</p> <p>U2 Earth’s natural resources include land, water, and air.</p> <p>U3 The best way to conserve Earth’s resources is to practice the three Rs of conservation—reduce, reuse, and recycle.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How do people affect the environment?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic knowledge of how to care for the Earth</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary.</p> <p>S2 Orally describe details from informational text</p> <p>S3 Use a graphic organizer to organize and retell information</p> <p>S4 Sequence events based on information in the text</p> <p>S5 Write short phrases and sentences and draw pictures based on details in the text</p>

Use a combination of drawing, dictating, and writing to focus on one specific topic. (CC.1.4.K.B)

Technology and Publication

With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (CC.1.4.K.U)

Conducting Research

Participate in individual or shared research projects on a topic of interest. (CC.1.4.K.V)

S6 Create a class book about solutions to environmental problems



Gr K-CKLA Knowledge 12 Presidents and American Symbols

Unit #: CV-00133810

Duration: 9.0 Day(s)

Grade(s): K

Subject(s): English Language Arts

Course(s): English Language Arts w/ Integrated Science & Social Studies, Kindergarten

Unit Focus

As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.

Stage 1: Learning Goals

Established Goals	Long-term Transfer Goal(s)	
<p>Standards</p> <p>Pennsylvania Core Standards</p> <p><i>Civics and Government: K</i></p> <p>Principles and Ideals that Shape Government Define respect for self and others. (5.1.K.C)</p> <p>Symbols</p> <p>Identify significant American holidays and their symbols. (5.1.K.F)</p> <p><i>Geography: K</i></p> <p>Geographic Tools</p> <p>Interpret a simple map of a known environment. (7.1.K.A)</p> <p><i>History: K</i></p> <p>Contributions from Individuals and Groups (PA)</p> <p>Identify people in authority. (8.2.K.A)</p> <p>Conflict and Cooperation (PA)</p> <p>Demonstrate an understanding of conflict. (8.2.K.D)</p> <p>Contributions from Individuals and Groups (US History)</p> <p>Identify American people related to national holidays. (8.3.K.A)</p> <p>Impact of Continuity and Change on US History</p>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
Meaning		
Understanding(s)		Essential Question(s)
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 The lives and accomplishments of five famous presidents are highlighted.</p> <p>U2 American symbols are presented and discussed.</p> <p>U3 The branches of government are introduced.</p> <p>U4 Information about America’s early history from previous domains is used to understand how the United States of America came into being.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How have the United States presidents shaped history?</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Basic knowledge of the Presidents and American symbols</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Demonstrate understanding of key vocabulary.</p> <p>S2 Orally describe details from informational text.</p> <p>S3 Use a graphic organizer to organize and retell information, including a timeline.</p> <p>S4 Sequence events based on information in the text.</p> <p>S5 Write short phrases and sentences and draw pictures based on details in the text.</p>

Demonstrate an understanding of time order.
(8.3.K.C)

English Language Arts: K

Key Ideas and Details - Text Analysis
Answer questions about key details in a text.
(CC.1.3.K.B)

Key Ideas and Details - Literary Elements
With prompting and support, identify characters,
settings, and major events in a story.
(CC.1.3.K.C)

Informative/Explanatory

Use a combination of drawing, dictating, and
writing to compose informative/explanatory
texts. (CC.1.4.K.A)

Informative/Explanatory - Focus

Use a combination of drawing, dictating, and
writing to focus on one specific topic.
(CC.1.4.K.B)

Opinion/Argumentative

Use a combination of drawing, dictating, and
writing to compose opinion pieces on familiar
topics. (CC.1.4.K.G)

Opinion/Argumentative - Focus

Form an opinion by choosing between two given
topics. (CC.1.4.K.H)

Opinion/Argumentative - Content

Support the opinion with reasons. (CC.1.4.K.I)

Opinion/Argumentative - Organization

Make logical connections between drawing and dictation/writing. (CC.1.4.K.J)