

# YORK PUBLIC SCHOOLS KINDERGARTEN

Updated May 2016/November 2016/January 2017/January 2018

General Course Description: Kindergarten

Prioritized Standards

Mastered in Kindergarten

Standards	Objectives (What it looks like in the classroom)	ESSENTIAL LEARNING ACTIVITIES AND ACADEMIC VOCABULARY	ASSESSMENT	RESOURCES (Materials, Webb Sites, Audio-Visual, Print)
<b>READING</b> Students will learn and apply reading skills and strategies to comprehend text.				
LA 0.1	LA0.1 <b>READING</b> Students will learn and apply reading skills and strategies to comprehend text.			
LA0.1.1	LA 0.1.1 <b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <ul style="list-style-type: none"> <li>• Morning messages on white board</li> <li>• Questions of the day</li> <li>• Name recognition games</li> <li>• Read alouds</li> <li>• Journal writing</li> <li>• Small board word work</li> <li>• Manipulative letters to build and read words</li> <li>• Environmental Print</li> <li>• Manipulative words to build sentences</li> </ul>	LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/ lower case). LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark). LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator). <b>LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.</b> <b>LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).</b> <b>LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</b> <b>LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.</b>	<ul style="list-style-type: none"> <li>• Scott Foresman Unit tests</li> <li>• 1:1 reading</li> <li>• Match spoken to printed words</li> <li>• Recognize first name in print</li> </ul>	<ul style="list-style-type: none"> <li>• Read alouds/big books</li> <li>• Emergent readers</li> <li>• Decodable readers</li> <li>• Manipulative letters and words</li> <li>• Reading for Pennies program</li> </ul>

LA0.1.2	<p>LA 0.1.2 <b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities</p> <ul style="list-style-type: none"> <li>• Word work</li> <li>• Literacy centers</li> <li>• Nursery rhymes</li> <li>• Morning message</li> <li>• Count words in sentences/syllables in spoken word</li> </ul>	<p>LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds (phonemes); recognize same sounds in different words).</p> <p><b>LA 0.1.2.b Segment spoken sentences into words.</b></p> <p><b>LA 0.1.2.c Identify and produce oral rhymes.</b></p> <p><b>LA 0.1.2.d Identify, blend, and segment syllable sounds in spoken words (e.g., cupcake, birthday).</b></p> <p><b>LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).</b></p>	<ul style="list-style-type: none"> <li>• Scott Foresman Unit tests</li> <li>• Individual reading 1:1</li> <li>• DIBELS</li> <li>• CRA 0.1.2</li> <li>• Recognize and produce rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Word work</li> <li>• Finger plays</li> <li>• Nursery Rhymes</li> <li>• Puzzle/letter tiles</li> <li>• Phonics Songs and Rhymes Chart</li> </ul>
LA0.1.3	<p>LA 0.1.3 <b>Word Analysis:</b> Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p> <ul style="list-style-type: none"> <li>• Word work</li> <li>• Literacy centers</li> <li>• Nursery rhymes</li> <li>• Morning message</li> <li>• Letter/sound relationships</li> </ul>	<p>LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, <b>writing</b>, and <b>spelling grade level text.</b></p> <p>LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).</p> <p>LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.</p>	<ul style="list-style-type: none"> <li>• Scott Foresman Unit tests</li> <li>• Individual reading 1:1</li> <li>• DIBELS</li> <li>• CRA 0.1.3 <ul style="list-style-type: none"> <li>○ sight words</li> <li>○ sight words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Literacy centers</li> <li>• Ipads</li> </ul>
LA0.1.4	<p>LA 0.1.4 <b>Fluency:</b> Students will develop accuracy, phrasing and expression during grade-level reading experiences to support comprehension.</p> <ul style="list-style-type: none"> <li>• Decodable on-level, and advanced readers</li> <li>• Partner reading</li> <li>• Tape assisted reading</li> <li>• ipads-online stories</li> <li>• Choral reading</li> </ul>	<p>LA0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.</p> <p>LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text. (pace is addressed in Grade 1)</p>	<ul style="list-style-type: none"> <li>• DIBELS</li> </ul>	<ul style="list-style-type: none"> <li>• Emergent readers</li> <li>• QR codes</li> <li>• SMARTboard online stories</li> </ul>
LA0.1.5	<p>LA 0.1.5 <b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary</p> <ul style="list-style-type: none"> <li>• Amazing Words</li> <li>• ELL posters</li> <li>• Literacy Centers</li> </ul>	<p>LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).</p> <p>LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.</p>	<ul style="list-style-type: none"> <li>• Scott Foresman Unit tests</li> </ul>	<ul style="list-style-type: none"> <li>• Amazing word posters</li> <li>• ELL posters</li> <li>• Weekly Readers</li> <li>• You Tube videos</li> </ul>

	<ul style="list-style-type: none"> <li>• Read alouds</li> <li>• Weekly Readers</li> <li>• Picture Clues when reading</li> </ul>	<p>LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.</p> <p>LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources</p>		
LA0.1.6	<p>LA 0.1.6 <b>Comprehension:</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p> <ul style="list-style-type: none"> <li>• Read Aloud Anthology</li> <li>• Listening Comprehension <ul style="list-style-type: none"> <li>○ Character</li> <li>○ Setting</li> <li>○ Sequence</li> <li>○ Classify</li> <li>○ Categorize</li> <li>○ Compare/contrast</li> </ul> </li> <li>• Identify purposes for reading</li> <li>• Mental imagery</li> <li>• Generate clarifying questions (who, what, when, where, why)</li> </ul>	<p>LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).</p> <p>LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).</p> <p>LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).</p> <p>LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.</p> <p>LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.</p> <p>LA 0.1.6.f Identify text features in print and digital informational text.</p> <p>LA 0.1.6.g Identify the basic characteristics of literary and informational text.</p> <p>LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.</p> <p>LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.</p> <p>LA0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g. sequence, compare/contrast)</p> <p>LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).</p> <p>LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.</p> <p>LA0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.</p> <p>LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.</p>	<ul style="list-style-type: none"> <li>• Scott Foresman Unit tests</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Readers</li> <li>• ELL posters</li> <li>• Read alouds</li> <li>• Sequencing cards</li> <li>• OSOB (One School One Book)</li> <li>• Big Books</li> <li>• Library Books</li> <li>• You Tube videos</li> <li>• Books on-line</li> </ul>

		<p>LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).</p> <p>LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.</p>		
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**WRITING**  
**Students will learn and apply writing skills and strategies to communicate.**

LA0.2.1	<p>LA 0.2.1 <b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <ul style="list-style-type: none"> <li>Journal writing</li> <li>D’Nealian writing</li> <li>Fine motor art activities</li> <li>Morning messages</li> <li>Literacy Centers</li> <li>Quick sketches</li> </ul>	<p>LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.</p> <p>LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic</p> <p>LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.</p> <p>LA0.2.1.d Compose simple, grammatically correct sentences.</p> <p>LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self monitoring strategies and feedback from others.</p> <p>LA0.2.1.f Provide oral descriptive feedback to other writers.</p> <p>LA0.2.1.g With adult guidance, persevere in writing tasks.</p> <p>LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).</p> <p>LA0.2.1.i Use own words to relate information.</p> <p>LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.</p>	<ul style="list-style-type: none"> <li>Scott Foresman Unit tests</li> <li>CRA 0.2.1 Fall/Winter and Spring</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Without Tears: wood pieces chalkboards student book DVD</li> <li>Word manipulatives</li> <li>Lined paper</li> <li>Tux Paint</li> <li>White boards</li> <li>Step Up to Writing</li> </ul>
LA0.2.2	<p>LA 0.2.2 <b>Writing Genres:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p> <ul style="list-style-type: none"> <li>Scott Foresman Unit tests</li> <li>Quick Sketches</li> </ul>	<p>LA 0.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</p> <p>LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.</p> <p>LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<ul style="list-style-type: none"> <li>Scott Foresman Unit tests</li> </ul>	<ul style="list-style-type: none"> <li>Tux Paint</li> <li>Step Up to Writing</li> </ul>

		LA0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.		
<p><b>SPEAKING AND LISTENING</b></p> <p><b>Students will learn and apply speaking and listening skills and strategies to communicate.</b></p>				
<b>LA0.3</b>	<p><b>LA 0.3 Speaking and Listening:</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p> <ul style="list-style-type: none"> <li>• Show and Tell</li> <li>• Read Along Anthology</li> <li>• Role Play</li> <li>• Literacy Centers</li> <li>• Group discussions</li> <li>• Circle Time</li> <li>• Opening activities</li> <li>• Model English standards</li> </ul>	<p><b>LA 0.3.1 Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> <p><b>LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.</b></p> <p>LA0.3.2.b Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</p> <p>LA 0.3.2.c Utilize appropriate visual and/or digital tools to support verbal communication.</p> <p>LA 0.3.2.d Convey a personal perspective with clear reasons.</p> <p>LA 0.3.1.e Ask pertinent questions to acquire or confirm information.</p>	<ul style="list-style-type: none"> <li>• Informal student observations</li> <li>• Speech/ language screenings</li> </ul>	<ul style="list-style-type: none"> <li>• Read Along Anthology</li> <li>• Center activities</li> <li>• Second Step</li> <li>• Show &amp; Tell</li> </ul>
	<ul style="list-style-type: none"> <li>• Show and Tell</li> <li>• Listening for a purpose</li> </ul>	<p><b>LA 0.3.2 Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.</p> <p><b>LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.</b></p> <p>LA0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.</p> <p><b>LA 0.3.2.c Complete a task following one/two-step directions</b></p> <p><b>LA 0.3.3 Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.</p> <p>LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.</p> <p>LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/ hurtful words) in conversation.</p> <p>LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.</p>	<ul style="list-style-type: none"> <li>• CRA 0.3.2</li> <li>• Student observations of one and two step directions</li> <li>• BIST lanugage usage</li> </ul>	<ul style="list-style-type: none"> <li>• BIST</li> <li>• Second Step</li> </ul>

		<p>LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.</p> <p>LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>		

**MULTIPLE LITERACIES**  
**Students will identify, locate, and evaluate information.**

<b>LA0.4</b>	<p><b>LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b></p> <ul style="list-style-type: none"> <li>● Identify fiction and non fiction</li> </ul>	<p><b>LA 0.4.1 Information Fluency:</b> Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</p> <p>LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p> <p>LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> <p><b>LA0.4.2 Digital Citizenship:</b> Students will practice the norms of appropriate and responsible technology use.</p> <p>LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</p> <p>LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.</p>	<ul style="list-style-type: none"> <li>● Student observation</li> </ul>	<ul style="list-style-type: none"> <li>● SMARTboard</li> <li>● ipads</li> <li>● Chromebooks</li> <li>● Tux Paint</li> </ul>
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