

Kindergarten PA English Language Arts Core Standards Checklist

Appendix C-K

Teacher: _____

		Introduced	Practiced	Assessed	Spiral Reviewed	Reassessed
Foundational Skills						
1.1	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.					
	Book Handling					
CC.1.1.K.A	Utilize book handling skills .					
	Print Concepts					
CC.1.1.K.B	Demonstrate understanding of the organization and basic features of print .					
	• Follow words: left to right, top to bottom, return sweep, page by page front to back, turn pages in correct direction.					
	• Distinguish print from picture .					
	• Recognize that spoken words are represented in written language by specific sequences of letters.					
	• Understand that words are separated by spaces in print.					
	• Recognize and name all uppercase and lowercase letters of the alphabet.					
	• Differentiate first/last letter in a word, first/last word in a sentence .					
	• Locate punctuation: period, question mark, exclamation points, quotation marks.					
	Phonological Awareness					
CC.1.1.K.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
	• Recognize and produce rhyming words .					
	Determine which part of the word is important for rhyming .					
	• 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.					
	Phonics and Word Recognition					
CC.1.1.K.D	Know and apply grade-level phonics and word analysis skills in decoding words.					
	• Demonstrate basic knowledge of one-to-one letter-sound correspondence .					
	• Associate the long and short sounds with common spellings for the five major vowels.					

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	• Read grade-level high-frequency sight words with automaticity.					
	• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.					
	Write phonetically; Print all upper and lower case letters (Manuscript)					
	Decode and encode simple VC and CVC					
Fluency						
CC.1.1.K.E	Read emergent-reader text with purpose and understanding.					
Reading Informational Text						
1.2	Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.					
Key Ideas & Details						
CC.1.2.K.A	With prompting and support, identify the main idea and retell key details of text.					
CC.1.2.K.B	With prompting and support, answer questions about key details in a text/picture. (Use illustrations and portions of a story to infer and predict what happens next.)					
CC.1.2.K.C	With prompting and support, make a connection between two individuals, events, ideas, personal experience, or pieces of information in a text.					
Craft & Structure						
CC.1.2.K.D	Intentionally Blank (Explain the point of view from which a text is written. Identify and distinguish between fact and opinion in a text)					
CC.1.2.K.E	Identify parts of a book : front/back cover, title/title page, author, illustrator, and parts of a text (beginning, end, details).					
CC.1.2.K.F	With prompting and support, ask and answer questions about unknown words in a text. (Identify facts in a text.)					
Integration of Knowledge and Ideas						
CC.1.2.K.G	Answer questions to describe the relationship between illustrations and the text in which they appear.(Locate information using visual representations and key words.)					
CC.1.2.K.H	With prompting and support, identify the reasons an author gives to support points in a text.					
CC.1.2.K.I	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.					
Vocabulary Acquisition and Use						
CC.1.2.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.					

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CC.1.2.K.K	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.					
Range of Reading						
CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.					
Reading Literature						
1.3	Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
Key Ideas & Details						
CC.1.3.K.A	With prompting and support, retell familiar stories including key details. (Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes)					
CC.1.3.K.B	Answer questions about key details in a text. (With prompting and support use illustrations and text to make logical predictions.)					
CC.1.3.K.C	With prompting and support, identify characters, settings, and major events in a story.					
Craft & Structure						
CC.1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.					
CC.1.3.K.E	Recognize common types of text . (Identify dialogue in simple text being read.)					
CC.1.3.K.F	Ask and answer questions about unknown words in a text . (Identify literary devices in rhyme, rhythm, repetition, and patterns.)					
Integration of Knowledge and Ideas						
CC.1.3.K.G	Make connections between the illustrations and the text in a story (read or read aloud).					
CC.1.3.K.H	Compare and contrast the adventures and experiences of characters in familiar stories.					
Vocabulary Acquisition and Use						
CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.					
CC.1.3.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.					
Range of Reading						
CC.1.3.K.K	Actively engage in group reading activities with purpose and understanding.					

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Writing						
1.4	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.					
	Informative/Explanatory					
CC.1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.					
CC.1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.					
CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.					
CC.1.4.K.D	Make logical connections between drawing and dictation/writing. Organize words into a complete thought, arrange words in a logical sentence structure.					
CC.1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.					
CC.1.4.K.F CC.1.4.K.L CC.1.4.K.R	<i>In all types of writing:</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
	• Capitalize the first word in a sentence and the pronoun <i>I</i> .					
	• Recognize and use end punctuation.					
	• Spell simple words and most high frequency sight words phonetically.					
	Opinion/Argumentative					
CC.1.4.K.G	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.					
CC.1.4.K.H	Form an opinion by choosing between two given topics.					
CC.1.4.K.I	Support the opinion with reasons.					
CC.1.4.K.J	Make logical connections between drawing and writing.					
CC.1.4.K.K	Intentionally Blank (Use a variety of words and sentence types to appeal to the audience.)					
	Narrative					
CC.1.4.K.M	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.					

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CC.1.4.K.N	Establish who and what the narrative will be about.					
CC.1.4.K.O	Describe experiences and events. (Include people, places, things)					
CC.1.4.K.P	Recount a single event or several loosely linked events , tell about the events in the order in which they occurred, and provide a reaction to what happened. (Include character, setting, main idea.)					
CC.1.4.K.Q	Intentionally Blank (Choose words and phrases for effect.)					
Response to Literature						
CC.1.4.K.S	Intentionally Blank (Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.)					
Production and Distribution of Writing						
CC.1.4.K.T	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Revise writing or illustrations to sequence events and add detail.)					
Technology and Publication						
CC.1.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.					
Conducting Research						
CC.1.4.K.V	Participate in individual or shared research projects on a topic of interest. (Identify important concepts related to a main idea: Take notes by sequencing pictures, orally summarize main ideas and details.)					
Credibility, Reliability, and Validity of Sources						
CC.1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.					
Range of Writing						
CC.1.4.K.X	Write routinely over short time frames.					
Speaking and Listening						
1.5	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
Comprehension and Collaboration						

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CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and larger groups.					
CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Listen to a variety of types of literature (fiction and/or non-fiction).					
CC.1.5.K.C	Ask and answer questions in order to seek help , get information, or clarify something that is not understood. (Connect similar experiences to real-life events, predict possible outcomes, identify different tones in a story.					
Presentation of Knowledge and Ideas						
CC.1.5.K.D	Share stories, familiar experiences, and interests , speaking clearly enough to be understood by all audiences using appropriate volume.					
CC.1.5.K.E	Speak audibly and express thoughts, feelings, and ideas clearly.					
Integration of Knowledge and Ideas						
CC.1.5.K.F	Intentionally Blank (Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.)					
Conventions of Standard English						
CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking , based on kindergarten level and content.					