

LANGUAGE ARTS – PLANNED COURSE OUTLINE

Avon Grove School District

Standard 1.1 Learning to Read Independently

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional Resource Library; LA Assessment Binder</i>
A. Develop book/print knowledge and conventions (e.g., turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page], print represents language).	<ul style="list-style-type: none"> Identify the front cover of a book. Watch picture and/or print as teacher reads story. Point to the title of the story. Show beginning and end of story. Use left to right progression. Understand the concept of a letter. 	<p>Read Aloud (modeling) Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Vocabulary development Sustained Silent Reading DEAR (Drop Everything and Read)</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments Marie Clay <i>Concepts of Print</i> Teacher observation PLE Reading Progress Sheets Stages 1 - 3 (Concepts of Print)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Classroom Libraries</p>
B. Develop sentence awareness/word awareness.	<ul style="list-style-type: none"> Locate first and last letter of word. Understand what a word is. Read classroom environmental print in text form. Distinguish between upper and lowercase letters. Identify periods and question marks. Track words as teacher reads text. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Vocabulary development <i>Kid Writing</i></p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments Marie Clay <i>Concepts of Print</i> PLE Reading Progress Sheets Stages 4 - 5 (Concepts of Print)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>
C. Discriminate words and sounds.	<ul style="list-style-type: none"> Identify beginning consonant sounds. Identify ending consonant sounds. Hear sounds in words. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i></p>	<p>Assessments Fountas and Pinnell <i>Phonological Awareness</i> PLE Reading Progress Sheets Stages 3 – 6 (Phonological Awareness)</p>

		<i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons
D. Discriminate, identify, and produce rhyming words and alliteration.	<ul style="list-style-type: none"> Orally identify when words rhyme. Identify beginning consonant sounds. Identify ending consonant sounds. 	Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Poetry <i>Kid Writing</i> <i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Assessments Fountas and Pinnell <i>Phonological Awareness</i> PLE Reading Progress Sheets Stages 3 – 4 (Phonological Awareness) Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons Routman’s Poetry Lessons
E. Segment phonemes to form words.	<ul style="list-style-type: none"> Blend and segment sounds in words. Segment, add, and delete sounds. 	Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i> <i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Assessments Fountas and Pinnell <i>Phonological Awareness</i> PLE Reading Progress Sheets Stages 5 – 6 (Phonological Awareness) Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons
F. Blend sounds to make a spoken word.	<ul style="list-style-type: none"> Blend and segment sounds in words. 	Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i> <i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Assessments Fountas and Pinnell <i>Phonological Awareness</i> PLE Reading Progress Sheets Stages 5 – 6 (Phonological Awareness) Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons
G. Develop knowledge of letters and their sounds (Alphabetic)	<ul style="list-style-type: none"> Recognize letters (identify by name). 	Read Aloud Reading Workshop	Assessments Letter Naming Assessment

Principle).		<p>Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i></p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>PLE Reading Progress Sheets Stages 4 (Letter Knowledge)</p> <p>Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons</p>
H. Decode words (phonics).	<ul style="list-style-type: none"> • Know consonant sounds. • Begin to use consonant sounds when reading. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i></p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Consonant Sound Assessment PLE Reading Progress Sheets Stages 5 – 6 (Phonics)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Key Word Chart Browsing Boxes</p>
I. Encode words (phonics).	<ul style="list-style-type: none"> • Identify beginning consonant sounds. • Identify ending consonant sounds. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>Kid Writing</i></p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Fountas and Pinnell <i>Phonological Awareness</i> PLE Reading Progress Sheets</p> <p>Resources Key Word Chart Kid Writing Trade Books Fountas & Pinnell Lessons</p>
J. Read emergently with adequate fluency.	<ul style="list-style-type: none"> • Read own first name. • Locate one or two words. • Read by supplying rhyming words and some predictable text. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction</p>	<p>Assessments Beginning Sight Word List Teacher Observation PLE Reading Progress Sheets Level E familiar text</p>

	<ul style="list-style-type: none"> • Begin to build a bank of sight words. • Reads familiar text with accuracy. 	<p>Kid Writing</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Stages 2, 5, 6 (Word Recognition)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books Kid Writing - Kid Crowns Browsing Boxes</p>
K. Name and describe new concepts.	<ul style="list-style-type: none"> • Name and describe new concepts. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Kid Writing</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>
L. Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families).	<ul style="list-style-type: none"> • Read own first name. • Locate one or two words. • Read by supplying rhyming words and some predictable text. • Begin to build a bank of sight words. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Kid Writing</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Beginning Sight Word List Teacher Observation PLE Reading Progress Sheets Stages 5 – 6 (Word Recognition)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books Kid Writing - Kid Crowns Browsing Boxes</p>
M. Listen to new vocabulary in multiple contexts in order to understand new words and concepts.	<ul style="list-style-type: none"> • Respond orally about impression of book. • Relate impression to prior experiences. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Kid Writing</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Progress Sheets Stages 3 –6 (Comprehension)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>

<p>N. Discuss unknown words and word meanings.</p>	<ul style="list-style-type: none"> Predicts by connecting prior knowledge to picture contents. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Kid Writing</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies</i></p>	<p>Assessments PLE Progress Sheets Stages 3 – 6 (Comprehension) Teacher Observation</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>
<p>O. Use an increasingly complex and varied spoken vocabulary.</p>	<ul style="list-style-type: none"> Develop age-appropriate oral language. 	<p>Listening activities Speaking opportunities</p>	<p>Assessments Teacher Observation</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>
<p>P. Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books.</p>	<ul style="list-style-type: none"> Develop age-appropriate oral language. 	<p>Listening activities Speaking opportunities</p>	<p>Assessments Teacher Observation</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>
	<p>Comprehension <u>Stage 2</u> Predicts using a picture. Tells about picture.</p>	<p>Read Aloud Reading Workshop Shared reading</p>	

	<p><u>Stage 3</u> Predicts based on the title. Pretends to read using pictures. Retells about story, but without beginning/middle/end sequence. Responds orally about impression of book.</p> <p><u>Stage 4</u> Reads by memorizing text. Predicts by connecting prior knowledge to picture contents. Supports impression of book. Retells a story with a beginning/middle/end sequence.</p> <p><u>Stage 5</u> Predicts throughout teacher-read books. Retells a known story with beginning, some middle and end (unguided). Relates impression to prior experiences.</p> <p><u>Stage 6</u> Continues to predict. Retells using story characters' names (unguided). Continues to relate impressions of book.</p> <p>Reading Habit</p> <p><u>Stage 5</u> Begins to browse books independently.</p> <p><u>Stage 6</u> Continues to browse books of interest.</p>	<p>Interactive/guided reading</p> <p>Large Group Instruction</p> <p>Vocabulary development</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	
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LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.2 Reading Critically in All Content Areas

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional Resource Library; LA Assessment Binder</i>
A. Determine important ideas and messages in informational texts.	<ul style="list-style-type: none"> • Predict using a picture. • Predict based on the title. • Predict by connecting prior knowledge to picture contents. • Predict throughout teacher-read books. • Pretend to read using pictures. • Read by memorizing text. • Respond orally about impression of book. • Support impression of book. • Relate impression to prior experiences. 	<p>Read Aloud - Informational Texts Reading Workshop Shared reading Interactive/guided reading Large Group Instruction KWL</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Progress Sheets Stages 1 – 6 (Comprehension)</p> <p>Resources Big Books Leveled Texts (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit(Mondo) Books on Tape Graphic Organizers Browsing Boxes</p>
B. Recognize the characteristics of various types of texts.	<ul style="list-style-type: none"> • Recognizes the difference between fiction and nonfiction. 	<p>Read aloud and nonfiction. Select fiction and nonfiction for Reading Workshop. <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Resources Big Books Leveled Text (nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE

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Standard 1.3 Reading, Analyzing and Interpreting Literature

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional Resource Library; LA Assessment Binder</i>
<p>A. Understand and respond to a variety of literary selections that are read, listened to or viewed.</p>	<ul style="list-style-type: none"> • Respond orally about impression of book. • Support impression of book. • Relate impression to prior experiences. 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Graphic Organizers, eg: KWL, Venn Diagram Vocabulary development</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Comprehension Rubric PLE Progress Sheets Stage 3 - 6 (Comprehension) Fountas and Pinnell <i>Phonological Awareness</i></p> <p>Resources Big Books (incl. Poems & Nursery Rhymes, predictable text) Leveled Text (fiction & nonfiction) Trade Books, incl. poetry & plays <i>Now I Get It Kit (Mondo)</i> Books on Tape Browsing Boxes</p>
<p>B. Monitor comprehension while viewing, listening to and reading literary selections.</p>	<ul style="list-style-type: none"> • Retell about story, but without beginning/middle/end sequence. • Retell a story with a beginning/middle/end sequence. • Retell a known story with beginning, some middle and end (unguided). • Retell using story characters' names (unguided). 	<p>Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Graphic Organizers, eg: KWL, Venn Diagram Vocabulary development</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Comprehension Rubric PLE Progress Sheets Stage 3 - 6(Comprehension) Fountas and Pinnell <i>Phonological Awareness</i></p> <p>Resources Big Books (incl. Poems & Nursery Rhymes, predictable text) Leveled Text (fiction & nonfiction) Trade Books, incl. poetry & plays <i>Now I Get It Kit (Mondo)</i> Books on Tape Browsing Boxes</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.4 Types of Writing

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional Resource Library; LA Assessment Binder</i>
A. Describe the role of people, places, and things in a story.	<ul style="list-style-type: none"> • Describe the role of people, places, and things in a story. <p>Narrative</p> <ul style="list-style-type: none"> ▪ Personal narratives ▪ Journal pages ▪ Page for class books 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources <i>Now I Get It</i> (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i></p>
B. Include simple plot when sharing information.	<ul style="list-style-type: none"> • Include simple plot when sharing information. <p>Narrative</p> <ul style="list-style-type: none"> ▪ Personal narratives ▪ Journal pages ▪ Page for class books 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources <i>Now I Get It</i> (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i></p>
C. Identify illustrations that depict story content.	<ul style="list-style-type: none"> • Identify illustrations that depict story content. <p>Narrative</p> <ul style="list-style-type: none"> ▪ Personal narratives ▪ Journal pages ▪ Page for class books 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources <i>Now I Get It</i> (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i></p>

<p>D. Draw or write informational sentences (letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.</p>	<ul style="list-style-type: none"> • Draw or write informational sentences <p>Informational</p> <ul style="list-style-type: none"> ▪ One or more sentences about a topic 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources <i>Now I Get It</i> (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i></p>
<p>E. Differentiate between fact and opinion.</p>	<ul style="list-style-type: none"> • Differentiate between fact and opinion. <p>Informational</p> <ul style="list-style-type: none"> ▪ One or more sentences about a topic 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources <i>Now I Get It</i> (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i></p>
			<p>A MINIMUM OF TWO PIECES THAT DEMONSTRATE MASTERY ARE REQUIRED AT EACH WRITING STAGE</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.5 Quality of Writing

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments PLE Professional Resource Library; <i>LA Assessment Binder</i>
<p>A. Conventional Penmanship – Trace, copy and generate letters of alphabet – both uppercase and lowercase.</p>	<ul style="list-style-type: none"> • Write scattered letters. • Write letters in line across the page but no sound/symbol relationship. • Copy words (environmental print). • Write familiar words. • Attempt to use sound/symbol relationships. • Letters have some connection to sound. • Begin to use beginning consonant sounds. • Begin to use ending consonant sounds. • Separate words with spaces. 	<p>Handwriting Without Tears <i>Kid Writing</i> Writing Workshop</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 6 (Conventions)</p> <p>Resources Handwriting Without Tears <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i> Writing Process Wheel Word Wall Kid Crowns</p>
<p>C. Retell about specific experiences, people, objects, events, or stories with a focused topic.</p>	<ul style="list-style-type: none"> • Writing relates to experience, story, people, object, event. • Most of the writing relates to a student or teacher selected focus. 	<p><i>Kid Writing</i> Writing Workshop</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 4 (Focus)</p> <p>Resources <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i> Writing Process Wheel Word Wall Kid Crowns</p>

<p>D. Use appropriate content for the topic.</p>	<ul style="list-style-type: none"> • More than one idea. • Draw details in pictures. • Label pictures. • Tell content of writing. • Words are connected into a thought (does not need a capital letter and/or period). • Writing contains three or more thoughts. 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 6 (Content)</p> <p>Resources <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i> Writing Process Wheel Word Wall Kid Crowns</p>
<p>E. Organize words into a complete thought.</p>	<ul style="list-style-type: none"> • Use pictures to dictate beginning, middle, and end of story. • Words have a grammatical sequence. • Begin to use sentence structure with grammatical sequence. • Evidence of prewriting strategies. 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 6 (Focus)</p> <p>Resources <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i> Writing Process Wheel Word Wall Kid Crowns</p>
<p>F. Use a variety of pictures or words to express a thought.</p>	<ul style="list-style-type: none"> • Draw details in pictures. • Label pictures. • Use pictures to dictate • Use pictures to dictate beginning, middle, and end of story. 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 4 (Focus, Content, Organization)</p> <p>Resources <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books <i>Kid Writing Journals</i> Writing Process Wheel Word Wall Kid Crowns</p>

<p>G. Revise writing or illustrations to sequence events and add detail.</p>	<ul style="list-style-type: none"> • Use descriptive words with prompting. • Add words to writing when prompted. 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 5 - 6 (Style)</p> <p>Resources Now I Get It Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books Kid Writing Journals Writing Process Wheel Word Wall Kid Crowns</p>
<p>H. Publish or present writing.</p>	<ul style="list-style-type: none"> • Publish writing and present it to small and large groups 	<p><i>Kid Writing Writing Workshop</i></p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> & the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric) Stages 1 – 4 (Focus)</p> <p>Resources Now I Get It Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Trade Books Kid Writing Journals Writing Process Wheel Word Wall Kid Crowns</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.6 Speaking and Listening

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments PLE Professional Resource Library; <i>LA Assessment Binder</i>
A. Listen responsively to directions, stories and conversations.	<ul style="list-style-type: none"> • Learn to listen to a story. • Develop age-appropriate oral language. • Learn to use complete sentences. • Learn to focus on the topic. 	Read Aloud Listen to others Listen to literature Present ideas Recount experiences Participate in discussions Morning Meeting Use media <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation Resources Big Books Leveled Text (fiction & nonfiction) Trade Books
B. Student will recite rhymes, songs and familiar text.	<ul style="list-style-type: none"> • Read by supplying rhyming words and some predictable text. 	Read Aloud Reading Workshop Shared reading Interactive/guided reading Large Group Instruction <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Teacher Observation PLE Reading Progress Sheets Stages 5 – 6 (Word Recognition) Resources Big Books Leveled Text (fiction & nonfiction) Trade Books Browsing Boxes
D. Modulate voice volume and intonation.	<ul style="list-style-type: none"> • Develop age-appropriate oral language. • Learn to use complete sentences. • Use appropriate voice volume and intonation. 	Read Aloud Listen to others Listen to literature Present ideas Recount experiences Participate in discussions Morning Meeting Use media <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation Resources Big Books Leveled Text (fiction & nonfiction) Trade Books

<p>E. Ask and answer relevant questions and share experiences individually and in groups.</p>	<ul style="list-style-type: none"> • Respond orally about impression of book. • Relate impression to prior experiences • Participate in small group discussions with assigned roles. 	<p>Read Aloud Listen to others Listen to literature Present ideas Participate in discussions Morning Meeting Use media</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation PLE Comprehension Rubric PLE Progress Sheets Stage 3 - 6 (Comprehension)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books</p>
<p>F. Initiate and respond appropriately to conversations and discussions.</p>	<ul style="list-style-type: none"> • Respond orally about impression of book. • Relate impression to prior experiences 	<p>Read Aloud Listen to others Listen to literature Present ideas Participate in discussions Morning Meeting Use media</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation PLE Comprehension Rubric PLE Progress Sheets Stage 3 - 6 (Comprehension)</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.7 Research

Grade: K

Pennsylvania KINDERGARTEN Standards 2006	Student Learning Objectives	Instructional Strategies	Resources & Assessments PLE Professional Resource Library; <i>LA Assessment Binder</i>
A. Choose a topic of interest to research/talk about/share with classmates.	<ul style="list-style-type: none"> Use classroom library to investigate, explore, and research a topic of interest. Record information in written or picture format. 	Read Aloud - Informational Texts Reading Workshop Shared reading Interactive/guided reading Large Group Instruction KWL <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation PLE Comprehension Rubric PLE Progress Sheets Stages 1 – 6 (Comprehension) Resources Big Books Leveled Texts (fiction & nonfiction) Trade Books Now I Get It Kit(Mondo) Books on Tape Graphic Organizers Browsing Boxes
B. Demonstrate increasing understanding that technology can be used to gain information.	<ul style="list-style-type: none"> Use appropriate interactive software programs. Identify basic computer parts (monitor, keyboard, mouse). 	Guided computer use Computer Special class <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation Resources Classroom Computer Center Computer Special
C. Recognize the different parts of informational text that are used to locate information (table of contents, index, glossary).	<ul style="list-style-type: none"> Use classroom library to investigate, explore, and research a topic of interest. Use different parts of informational text to aid in the gathering of information. 	Read Aloud (modeling) Reading Workshop Shared reading Interactive/guided reading Large Group Instruction Library Special class <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation Resources Big Books Leveled Text (fiction & nonfiction) Trade Books

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