



Pine Grove Area
SCHOOL DISTRICT

SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY:	Kindergarten Communication Arts	
REVISION DUE DATE:		

SUBMITTED BY:		DATE:	12/2006
	(Classroom Teacher)		

APPROVED BY:	Cindy Lehman	DATE:	12/2006
	(Curriculum Facilitator)		
APPROVED BY:	Jennifer Bowen	DATE:	12/2006
	(Building Administrator)		
APPROVED BY:	Andrea Flocken	DATE:	12/2006
	(Director of Curriculum and Instruction)		
APPROVED BY:	Dr. Terence Maher	DATE:	12/2006
	(Superintendent)		
APPROVED BY:	Mr. Edward Lehr	DATE:	12/2006
	(School Board Chairperson, Curriculum Committee)		



Pine Grove Area

SCHOOL DISTRICT

Communication Arts Curriculum

Kindergarten

Board Approval: Feb 2007

I. PHILOSOPHY

The Kindergarten Communication Arts course of the Northern Lebanon School District has been structured to introduce, systematically and thematically, the four language acquisition skills: listening, speaking, reading and writing. The Kindergarten Communication Arts course begins the process at the basic level. The course will allow for the accommodation of many learning styles, motivational levels and academic abilities.

II. CORE CONCEPTS

1. Reading Independently- Ability to read for meaning and enjoyment
2. Reading Critically - Ability to understand reading material in all content areas
3. Literature – Ability to read, analyze and interpret literature
4. Types of Writing – Ability to produce narrative, informational and persuasive works
5. Quality of Writing – Ability to produce quality writing
6. Listening – Ability to use active listening skills
7. Speaking – Ability to use appropriate speaking skills
8. Characteristics and Functions of English Language – Develop awareness of different languages and how they influence English
9. Research – Ability to use and apply appropriate research skills
10. Media – Ability to use media for learning purposes

III. COURSE OF STUDY

A. **Course Name:** Communication Arts

B. **Grade Level:** Kindergarten

C. **Length of Course:** Full year

1. **Frequency:** once daily

2. **Duration:** 90 minutes

D. **Academic Level:** Kindergarten

E. **Credits:** 0

F. **Prerequisites:** none

G. **Course Description:**

This course is designed to actively engaged kindergarten children in the art of reading, writing, listening and speaking. Accommodations and modifications will be made for those students who need additional assistance and/or remediation in specific areas.

IV.CONTENT: Communication Arts K

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to Read for Meaning and Enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.1 Predict story type (e.g., fiction, non-fiction) by looking at pictures	Teacher will guide student to: Identify a story as fiction or non-fiction Make valid predictions using background knowledge and pictures.	Teacher evaluation of: Student responses in class discussion of story types The validity of student predictions	Trade books of different genre Classroom Big Books Library books Textbook series
PA STANDARD 1.1 Identify concepts about print and distinguish between title, author, illustrator and table of contents in a book	Teacher will guide student to: Use correct book handling skills (directionality and 1:1 correspondence) Identify and locate conventions of print and parts of a book (title, author, illustrator and table of contents)	Teacher evaluation of: Student ability to identify concepts of print and parts of the book by pointing, naming or highlighting (via rubric)	Trade books Big Books Textbook series

CONTENT: Communication Arts K

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to Read for Meaning and Enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA STANDARD 1.1 Apply phonetic analysis to develop basic knowledge of the alphabet letters and sounds</p>	<p>Teacher will guide student to:</p> <p>Demonstrate phonological awareness including:</p> <p>Identify concept of word</p> <p>Identify concept of rhyme: recognition, completion, production</p> <p>Identify concept of syllable: blending, segmenting, deletion</p> <p>Identify concept of phoneme: isolation, blending, segmenting</p> <p>Demonstrate alphabetic principle/ phonics skills:</p> <p>Identify letter names</p> <p>Associate letters with their most common sound</p> <p>Blend the sounds of individual letters to read one-syllable, short vowel, decodable words</p>	<p>Teacher evaluation of:</p> <p>Student ability to frame a word in context</p> <p>Student ability to give an oral response to rhymes and patterns</p> <p>Student ability to orally blend, segment or delete syllables</p> <p>Student ability to orally isolate, blend or segment phonemes</p> <p>Student ability to point and name both upper and lower case letters</p> <p>Student ability to point and produce the sound associated with a letter</p> <p>Student ability to read patterned text</p>	<p>Nursery rhymes, poems, songs</p> <p>Phonological Awareness Activities</p> <p>Textbook resources</p> <p>Songs-list compiled by teachers</p> <p>Flash cards</p> <p>Bingo games</p> <p>Phonological awareness manipulatives</p> <p>Magnetic letters, letter tiles</p>

CONTENT: Communication Arts K

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to Read for Meaning and Enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.1 Acquire basic sight words	Teacher will guide student to: Read color words, number words and high frequency words according to the Dolch word list Identify antonyms of basic concept words (hot/cold, on/off)	Teacher evaluation of: Student ability to read repetitive text Student ability to identify and use in context sight words Student journal writing, looking for word wall words Conference with student in which student is able to identify sight words Student ability to match antonym pictures or words	Word wall Dolch word list High frequency words Letter tiles, magnetic letters Antonym picture or word cards Flash cards Repetitive texts Textbook series

CONTENT: Communication Arts K

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to Read for Meaning and Enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA STANDARD 1.1 Demonstrate fluency in reading</p>	<p>Teacher will guide student to:</p> <p>Demonstrate automaticity in naming letters (suggested end of year minimum as per DIBELS: 40 letters per minute)</p> <p>Demonstrate automaticity in producing letter sounds</p> <p>Demonstrate automaticity in phoneme segmentation (suggested end of year minimum as per DIBELS: 35 sounds per minute)</p> <p>Demonstrate automaticity in reading district selected high-frequency words (RK.A.1.5.4)</p> <p>Demonstrate the ability to read fluently with appropriate prosody (phrasing and intonation) while reading text on their level using choral reading, shared reading, echo reading and reading independently</p>	<p>Teacher evaluation of:</p> <p>Student ability to point and name as many letters as possible in one minute</p> <p>Student ability to point and produce as many letter sounds as possible in one minute</p> <p>Student ability to point and segment real or nonsense CVC words in one minute</p> <p>Student ability to read words on flash cards in one minute</p> <p>Student ability to read a text fluently, with prosody, using a fluency rubric</p> <p>DRA (Developmental Reading Assessment)</p> <p>Dibels</p>	<p>Phonological Awareness Activities</p> <p>Flash cards</p> <p>Games</p> <p>Guided reading books</p> <p>Trade books</p> <p>Classroom Big Books</p> <p>Poetry</p> <p>DRA kit</p> <p>Phonological awareness manipulatives</p> <p>Textbook resources</p>

CONTENT: Communication Arts K

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to Read for Meaning and Enjoyment

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA STANDARD 1.1 Interpret and understand fiction texts appropriate to grade level, including making inferences and drawing conclusions</p>	<p>Teacher will guide student to:</p> <p>Retell a story in logical sequence (beginning, middle, end)</p> <p>Recall stated information by responding orally to questions about the text</p> <p>Make connections between text and self</p>	<p>Teacher evaluation of:</p> <p>Student ability to retell a story in sequence including beginning, middle and end using a retelling rubric</p> <p>Student ability to illustrate the beginning, middle and end of a story</p> <p>Student responses to oral questioning, looking for valid answers</p> <p>DRA (Developmental Reading Assessment)</p> <p>Student ability to make connections between text and self</p>	<p>Trade books</p> <p>Classroom Big Books</p> <p>Guided reading books</p> <p>DRA kit</p> <p>Textbook resources</p>

CONTENT: Communication Arts K

CORE CONCEPT 2: Reading Critically

MAJOR OBJECTIVE: Ability to Interpret Information in All Content Areas

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.1 Student will demonstrate the ability to understand and interpret nonfiction texts appropriate to grade level (identifying story type as fiction or non-fiction and determining essential information)	Teacher will guide student to: Draw a picture response Retell or paraphrase a story read Listen for information and identify facts Respond orally to questioning of essential information Participate in classroom discussion of story types and essential information Relate to personal experience Identify information in text that helps explain a particular fact or idea. Recall key information stated in the text	Teacher evaluation of: Student responses to teacher read texts Student response journal, looking for essential information Class discussion looking for valid responses Student oral retellings using a retelling rubric Conference with student in which student is able to determine essential information and make connections	Trade books Reference books/Encyclopedias CD or cassette tapes Textbook resources

CONTENT: Communication Arts K

CORE CONCEPT 2: Reading Critically

MAJOR OBJECTIVE: Ability to Interpret Information in All Content Areas

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.1 Facilitate learning through the use of media (e.g., books, computer, tape recorder, television, videos)	Teacher will guide student to: Participate in constructing a KWL chart Apply gained knowledge obtained from a book, tape recording, television show, or video	Teacher evaluation of : Student ability to relay information to construct a KWL chart Student ability to create a visual of learned information Student responses in a class discussion of learned information from a book, tape recording, television show or video	Videos Tape recorded stories Educational television programs
PA STANDARD 1.2 Recognize and identify various forms of genre (e.g., fiction, non-fiction, nursery rhymes, poetry, fairy tales)	Teacher will guide student to: Enjoy books and expose them to various types of books: fairy tales, tall tales, biography, fable, nursery rhyme, poetry, tongue twisters and riddles	Teacher evaluation of: Student participation in class discussion of various book genres Student response journals, looking for indications of genre type	Trade books of all genres

CONTENT: Communication Arts K

CORE CONCEPT 2: Reading Critically

MAJOR OBJECTIVE: Ability to Interpret Information in All Content Areas

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.1 Identify the meaning of vocabulary from various content areas	Teacher will guide student to : Identify the meaning of an unfamiliar word if word or picture clues are available Acquire a reading, listening, speaking vocabulary consisting of content area words and categories of words	Teacher evaluation of: Student responses in class discussion of specific terms Student ability to point to a picture when a content area word is given orally Student ability to use content terms in an oral discussion	Non-fiction trade books Guided reading books Videos Textbook resources
PA STANDARD 1.2 Identify and use text organization including sequence, problem/solution, headings, graphics and charts to derive meaning	Teacher will guide student through modeling the following: Identify the sequence of a story, the problem and solution in a story and to use headings, graphics and charts to gain meaning Identify information found in a text subsection	Teacher evaluation of: Student ability to arrange story pictures in sequence Student ability to illustrate the problem and solution in a story Student ability to make connections between the print and the graphic	Trade books Guided reading books Textbook resources

CONTENT: Communication Arts K

CORE CONCEPT 3: Literature

MAJOR OBJECTIVE: Ability to Read, Analyze and Interpret Literature

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.2 Listen and respond to a variety of works of literature	Teacher will guide student using extensive modeling and think-aloud strategies to: Listen to and respond to a read-aloud consisting of a variety of literature, including: fairy tales, nursery rhymes, poetry, drama and biography Retell information from the story, including main character, setting (time and place), plot, problem, solution	Teacher evaluation of: Student ability to participate in class discussion pertaining to the read-aloud story Student ability to retell a story from a read-aloud experience using a retelling rubric	Trade books Various types of literature (fairy tales, nursery rhymes, poetry, drama, biography) Classroom Big Books Cassettes or CD's
PA STANDARD 1.2 Identify literary elements in a story such as character, setting, plot, beginning, middle and end	Teacher will guide student using extensive modeling and think-aloud strategies to: Identify the characters in a story Identify the setting including where (place) and when (time) the story takes place Identify the plot (sequence of events including beginning, middle and end) of a story	Teacher evaluation of: Student ability to complete a class story map, looking for characters, setting (time and place), problem/solution, and plot (beginning, middle, end) Student ability to make a drawing of beginning, middle and end of a story	Trade books Classroom Big Books Guided reading books Textbook resource

CONTENT: Communication Arts K

CORE CONCEPT 3: Literature

MAJOR OBJECTIVE: Ability to Read, Analyze and Interpret Literature

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.3 Identify literary devices in stories and poems such as: rhyme, rhythm, onomatopoeia and personification	Teacher will guide student to: Identify rhyme, rhythm, onomatopoeia and personification through a read-aloud story or poem using proper terminology	Teacher evaluation of student ability to orally cite examples of rhyme, rhythm, onomatopoeia and personification	Nursery rhymes Trade books Classroom Big Books Songs Poetry

CONTENT: Communication Art K

CORE CONCEPT 4: Types of Writing

MAJOR OBJECTIVE: Ability to Generate Different Types of Writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.4 Dictate to teacher or write a personal idea such as a story, a personal experience or a poem	Teacher will guide student through modeling and interactive writing to complete a language experience story, a narrative or poem, using naming and describing words	Teacher evaluation of student ability to compose written class books, experience charts, journal entries or independent writing using a writing rubric	Chart paper Writing journals KidWriting Manual
PA STANDARD 1.4 Dictate or write non-fiction information such as lists, letters, descriptions, definitions, collections of facts	Teacher will guide student to write non-fiction information by modeling list making, letter writing, etc and involving student in shared writing	Teacher evaluation of: Student ability to dictate non-fiction material Student ability to write a non-fiction piece using a writing rubric	Writing journal Chart paper KidWriting Manual
PA STANDARD 1.4 Dictate to teacher or write a personal opinion	Teacher will guide student to express or write a personal opinion by modeling and shared writing	Teacher evaluation of student ability to dictate or write a response to an opinion question	Writing journal Chart paper Writing prompts KidWriting Manual

CONTENT: Communication Arts K

CORE CONCEPT 5: Quality of Writing

MAJOR OBJECTIVE: Ability to Produce Quality Writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.5 Use pre-writing strategies including: brainstorming, webbing, illustrating and writing	Teacher will guide student through modeling and shared writing to use prewriting strategies including brainstorming, webbing, illustrating, and writing	Teacher evaluation of: Student participation in writing workshop, looking for evidence of pre-writing strategies Student journal writing, looking for evidence of pre-writing strategies Conference with student in which student is able to verbalize the prewriting strategies used	KidWriting Manual Trade books Graphic organizers Word Walls
PA STANDARD 1.5 Dictate or write a sentence with correct semantics and syntax	Teacher will guide student through modeling and oral expression to dictate or write a sentence with correct semantics and syntax	Teacher evaluation of student journal writing, looking for proper semantics and syntax Conference with student in which student is able to dictate or write a sentence with correct semantics and syntax	KidWriting Manual Writing journals Chart paper

CONTENT: Communication Arts K

CORE CONCEPT 5: Quality of Writing

MAJOR OBJECTIVE: Ability to Produce Quality Writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.5 Revise writing with teacher assistance, using conventions	Teacher will guide student through modeling and direct instruction to: Use spaces between words Use capital letters and punctuation marks	Teacher evaluation of student journal writing, looking for evidence of proper spacing, capital letters at the beginning of a sentence and ending punctuation Conference with student in which student is able to identify proper writing conventions	Writing journals Chart paper Spacing and punctuation manipulatives Kid Writing Manual

CONTENT: Communication Arts K

CORE CONCEPT 6: Listening

MAJOR OBJECTIVE: Ability to Use Active Listening Skills

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA STANDARD 1.6 Listen and respond to fiction and non-fiction literature</p>	<p>Teacher will guide student through the use of modeling and the think-aloud strategy to:</p> <p>Make connections between text and personal experience, text and text, and text and the world</p> <p>Make text predictions</p> <p>Determine beginning, middle and end of text</p> <p>Identify text characters and settings</p> <p>Acquire new vocabulary</p> <p>See relevance for developing good listening habits</p>	<p>Teacher evaluation of:</p> <p>Student ability to demonstrate understanding through discussion and make connections</p> <p>Student ability to make valid predictions</p> <p>Student ability to use a graphic organizer to draw beginning, middle and end of a story</p> <p>Student ability to dictate or draw story characters and setting</p> <p>Student ability to identify new vocabulary and their meanings</p> <p>Student ability to listen and make appropriate responses</p>	<p>Trade books</p> <p>CD's and cassette taped stories</p> <p>Chart paper</p> <p>Word Wall for new vocabulary</p> <p>Flash cards</p> <p>Graphic organizers</p> <p>Textbook resources</p>

CONTENT: Communication Arts K

CORE CONCEPT 7: Speaking

MAJOR OBJECTIVE: Ability to Use Appropriate Speaking Skills

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.6 Participate in activities requiring speaking skills, including: show and tell, calendar activities, sharing written works and illustrations, etc.	Teacher will guide student through modeling to use appropriate speaking skills such as volume, correct pronunciation and eye contact	Teacher evaluation of student's speaking skills during class participation and conferencing, looking for adjusted volume, developmentally correct speech patterns and eye contact	Show and Tell materials Calendar

CONTENT: Communication Arts K

CORE CONCEPT 8: Characteristics and Functions of the English Language

MAJOR OBJECTIVE: Develop Awareness of Different Languages and How They Influence English

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.7 Recognize that there are other languages and cultures	Teacher will guide student to recognize names of characters or words from other languages through Read-Aloud and story discussion	Teacher evaluation of student responses in class discussion, looking for recognition of foreign words or character names	Multicultural trade books CD's or cassette tapes Videos Resource people Textbook resources
PA STANDARD 1.7 Identify dialogue in literature	Teacher will guide student through direct instruction and examples to identify speaking parts	Teacher evaluation of: Student ability to point to or quote dialogue Student ability to draw a character with a speech bubble	Trade books Plays Reader's Theatre Classroom Big Books Textbook resources

CONTENT: Communication Arts K

CORE CONCEPT 9: Research

MAJOR OBJECTIVE: Ability to Use and Apply Appropriate Research Skills

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.8 Discuss content topics of interest for research	Teacher will guide student, through modeling, to brainstorm ideas for research using graphic organizers	Teacher evaluation of student participation in brainstorming ideas and constructing a class graphic organizer	Graphic organizers Chart paper Textbook resources
PA STANDARD 1.8 Locate information using appropriate sources and strategies	Teacher will guide student, through modeling, to use library books, pictures and reference materials	Teacher evaluation of: Student ability to use resource materials in the library and classroom Student ability to create a visual of information found in a reference book	Library books Pictures (books, magazines, internet) Encyclopedias Internet Textbook resources
PA STANDARD 1.8 Organize and present at least one main idea from research (main idea may be illustrated or summarized orally)	Teacher will guide student to identify main idea, through modeling and example	Teacher evaluation of student ability to present an illustration or oral presentation of research to class or teacher	Reference books Art materials Textbook resources

CONTENT: Communication Arts K

CORE CONCEPT 10: Media

MAJOR OBJECTIVE: Ability to Use Media for Learning Purposes

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA STANDARD 1.8 Use media to acquire information	Teacher will guide student to respond to various forms of media through pictures or orally	Teacher evaluation of student's oral or illustrated responses to media	TV Videos Radio Magazines Newspapers
PA STANDARD 1.8 Recognize different forms of media (television, radio, film, internet, billboards, magazines, newspapers)	Teacher will guide student to recognize media forms through the use of media in the classroom and through class discussion	Teacher evaluation of student responses in class discussion of media, looking for recognition of media's various forms	TV Videos Radio Magazines Newspapers
PA STANDARD 1.8 Recognize advertisements	Teacher will guide student to recognize advertisements through examples	Teacher evaluation of student ability to identify an advertisement by pointing or indicating by showing of hand when an advertisement is viewed	TV Radio Magazines Newspapers

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach the kindergarten level of achievement in reading. These skills include developing phonemic awareness, identifying upper and lower case letters of the alphabet and their sounds, understanding concepts of print and starting to develop a reading, listening, speaking vocabulary of high frequency words. The students should be able to write the upper and lower case letters of the alphabet while associating beginning, middle and ending sounds of words with letters. Students should be able to predict from pictures, to retell or summarize a story and make connections between text and self. They should be able to identify the characters, the setting and the plot (beginning, middle and end) of a story.

B. Grading system for all Kindergarten Communication Arts classes:

Grading Scale	
+	Advanced
√	Satisfactory
-	Needs Work
	Not Assessed

C. Each student's grade will be determined at the conclusion of the each marking period.