

Course Overview



ELA with Embedded Social Studies and Library Science

Grade Level K

Scranton School District

Scranton, PA

February 2026

Course Name: ELA with Embedded Social Studies and Library Science	Grade: Kindergarten
Prerequisites:	
Course Description: Students will be presented with concepts and standards aligned with the Department of Education based on the kindergarten level.	

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Asses
Letter Recognition / Letter Sounds	CC.1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words	Students will be able to recognize letters and produce letter sounds.	* reference Teacher's Edition Grade L... To be mastered	District Curriculum Materials Use of Wilson's Foundations (30 min. 5 days a week) and Heggerty 10-12 min. Max daily Non negotiable taught all year	Acadience Teacher observati ongoing p monitoring
Phonemic Awareness Phonics- Blending and Segmenting CVC, CVCe, Digraphs and Blends	CC.1.1.K.C Demonstrate understanding of spoken words,syllables,and sounds (phonemes) CC.1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words	Students will - rhyme - count syllables - recognize, segment, manipulate, substitute phonemes Students will - decode and encode unidentified words in a text. -demonstrate basic knowledge of one-to-one letter-sound correspondence - associate the long and short sounds with common spellings for the five major vowels - recognized consonant blends and digraphs - read grade-level high-frequency sight words with automaticity - distinguish between similarly spelled words by identifying the sounds of the letters that differ		Alphabet Cards Trade Books Letter Board with magnetic tiles Dry Erase boards Decodable Readers Heggerty Wilson's Foundations	District Cr Assessme Formative Summative Assessme
Nursery Rhymes, Songs, Environmental Print	CC.1.1 K.E Read emergent reader text with purpose and understanding	Students will - identify and use high-frequency words to read emergent-reader text - decode and encode unknown words in a text - choose text based on identified need and			

		purpose			
Basic Features of Print	CC.1.1.K.A Utilize book handling skills CC.1.1 K.B Demonstrate understanding of the organization and basic features of print	Students will - use a book properly - 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			
Early Writing/ Drawing	CC.1.4 K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4 K.F, L, R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 1.4 K.B, G, M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Students will - create a picture about a topic and write about it - use illustration/dictation to convey meaning about a particular topic - use phonetic spelling when writing			
Speaking /Listening	CC.1.5 K.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5 K.C Ask and answer questions to seek help, get information, or clarify something that is not understood. 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	Students will - communicate using detail related to the topic being discussed . - pose questions related to the topic being discussed - allow wait time before responding. - engage in turn-taking - talk about stories, experiences, and interests using detail - use appropriate volume to be heard by a group (paying attention to inside and outside voice) - use appropriate pacing			

	ideas clearly. CC.1.5 K.G Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.				
Listening and Responding to Text	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. CC.1.4 K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. 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.	Students will - identify the main idea - know the details of a text can be used to support a topic or main idea - provide relevant details from a text which support the main idea			
Text Connections	CC.1.2 K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	Students will - find similarities and differences between two individuals, events, ideas, or pieces of information in a text - answer cause-and-effect questions about events, ideas, and information in a text			
Text Features	CC.1.2 K.E Identify parts of a book (title, author) and parts of a text (beginning, details, and end). CC.1.2 K.G Answer questions to describe the relationship between illustrations and the text in which they appear. CC.1.3 K.D Name the author and illustrator of a story and define the role of each in telling the story.	Students will - relate that text is organized in a predictable format - identify title and author - identify the beginning, details, and end of a text			
Building Vocabulary	CC.1.2 K.F With prompting and support, ask and answer	Students will - recognize that a word is unknown	Use of Wilson's Foundations		

	questions about unknown words in a text CC.1.2 K.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts. CC.1.2 K.K With prompting and support, determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3 K.F Ask and answer questions about unknown words in a text. 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 respond to texts.	- ask "What does this word mean?" - connect prior knowledge to unknown words - participate in discussions about unknown words	and Heggery Non negotiable		
Text Details and Sequence	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. CC.1.3 K.A With prompting and support, retell familiar stories including key details. CC.1.3 K.B Answer questions about key details in a text. CC.1.3 K.C With prompting and support, identify characters, settings, and major events in a story. 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	Students will - retell a simple sequence in a text using picture support - describe pictures in a text in detail to answer specific questions in a text - identify the evidence an author uses - answer prompts using specific text details - recognize that texts have similar components that can be compared and contrasted . (e .g ., main ideas, details) - participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g., Venn diagrams, T-charts) - understand stories can be told about a single event or several loosely linked events - understand that a single event is made up			

	happened.	of a series of smaller events that are in a sequence . (e .g ., before, next, end) - respond with a logical sequence of events when asked “what” the story is about			
Various types of text	CC.1.3 K.E Recognize common types of text.	Students will - engage with a variety of texts. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps) - understand that different types of text are used for different purposes -understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations -understand that a poem consists of words arranged in patterns of sound . (e .g ., rhyming words, alliteration)			
Writing to convey an idea	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.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4 K.N Establish who and what the narrative will be about.	Students will - brainstorm main ideas on a chosen topic - choose a main idea to focus writing on topic - generate relevant details that support the chosen topic - use phonetic spelling when writing - use illustration/dictation to convey meaning about an experience or event			
Writing to express an opinion	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	Students will - participate in discussions about fact and opinion - state an opinion - create a picture about an opinion and talk about it - use illustration/dictation			

	opinion with reasons.	to convey meaning about an opinion - use phonetic spelling when writing			
Using standard grammar in writing (complete sentence, capital to start, punctuation, phonetic spellings)	CC.1.4 K.F, L, R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will - capitalize the first word in a sentence and pronoun I - recognize and use ending punctuation - spell simple words phonetically			
Share writing, proofread, edit, respond to feedback	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. CC.1.4 K.U With guidance and support, explore a variety of digital tools to produce and publish writing in collaboration with peers.	Students will - understand that drawings and dictation convey meaning to an audience - understand writing may have to be changed to make meaning more clear - share work with others. - participate in discussions about their work - respond to questions and suggestions from peers			
Researching and writing about a given topic	CC.1.4 K.V Participate in individual or shared research projects on a topic of interest. CC.1.4 K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Students will - ask adults or peers for explanations or information using why, how, where, and when - use a variety of resources with teacher support to find new information - respond to writing prompts			

Quarter 1 Details

Quarter 1

Detailed Breakdown By Topic

Summary By Quarter

Quarter 1 Overview			
Topic	Standards / Assessment Anchors	Pacing Guide	Social Studies Integration
Letter Recognition	CC.1.1 K.B Demonstrate understanding of the organization and basic features of print	Quarterly Pacing Guide - 📅 Quarterly ELA/Soci...	Beginning of Year - Building Classroom Community
Basic features of print	CC.1.1.K.A Utilize book handling skills	Ongoing, taught to mastery, progression based on assessments, differentiated instruction, and data-driven decision making Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year	13.2.K-2.D Demonstrate proper and safe internet and instructional technology use.
Phonemic Awareness - Rhyming	CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)		13.2.K-2.E Discuss how time is structured at home and school.
Letter Sounds	CC.1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words		13.3.K-2.B Recognize the importance of improving skills and learning new ones.
Nursery Rhymes, Songs, Environmental Print	CC.1.1 K.E Read emergent reader text with purpose and understanding		13.3.K-2.C Set and achieve a goal.
Early Writing/Drawing	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. 1.4 K.O Describe experiences and events.		13.2.K-2.C Demonstrate cooperation and positive interactions with classmates, recognizing that people have different backgrounds, experiences, beliefs, and ideas.
Speaking/Listening	CC.1.5 K.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5 K.C Ask and answer questions to seek help, get information, or clarify something that is not understood. CC.1.5 K.D Share stories, familiar experiences, and interests, speaking	Ongoing, taught to mastery, progression based on assessments, differentiated instruction, and data-driven decision making	13.3.K-2.D Build an awareness of the importance of a positive work ethic as a means to learn and grow. 13.4.K-2.A Describe qualities of people who are successful.
			11.3.K-2.C Identify how to resolve conflict using interpersonal skills and communication skills. 11.3.K-2.D Identify similarities and differences between self

	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. CC.1.5 K.G Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.		and others. 13.2.K-2.A Practice solving problems individually and in group 13.2.K-2.B Use context clues to identify how communication varies within different social situations in varied environments. Chapter 1 - Learning and Working Together (rules, laws, what makes a good citizen) 13.4.K-2.B Identify current interests and skills. 6.1.K-2.1 Describe why people divide tasks to make work easier. 11.3.K-2.A Explain daily activities that fulfill family functions in meeting responsibilities. 6.3.K-2.1 Define public goods and services provided by the government. 11.2.K-2.B Identify individual and family resources and responsibilities. 11.3.K-2.C Identify how to resolve conflict using interpersonal communication skills. 11.3.K-2.D Identify similarities and differences between self and others. 11.4.K-2.F Identify community resources and services. 17.6.K-2.A Describe the process of borrowing items or money from somebody else. (library books)
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			17.6.K-2.E Identify potential advantages and disadvantages of borrowing from others. Famous Americans (ex. John Chapman - p. 82 - 83) 13.4.K-2.A Describe qualities of people who are successful. Chapter 2 - Where do we live? Pledge of Allegiance/Flag - p. 90, 100 - 103
September 17: Teach Constitution Day	Resources: Textbook, Constitution, Worksheets, newspaper, handout.		

Quarter 2 Details

Quarter 2

Detailed Breakdown By Topic

Quarter 2 Overview			
Topic	Standards / Assessment Anchors	Pacing Guide	Social Studies Integration
Listening and Responding to Text	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. CC.1.4 K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic. 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.	Quarterly Pacing Guide -  Quarterly ELA/Soci... Ongoing, taught to mastery, progression based on assessments, differentiated instruction, and data-driven decision making Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year	Holidays - R8, 9 Chapter 4- First Americans - Ch. 4, Lesson 4 Families - 12, 16 - 17 Chapter 5- Needs and Wants - Ch. 5, Lesson 2 6.1.K-2.J Explain why people trade 6.1.K-2.B Explain how limited resources require us to make choices and share when we cannot have everything we want 6.3.K-2.E Define a tax and identify examples
Phonemic Awareness - Syllables	CC.1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words		Currency - 182 - 185 6.4.K-2.D Define savings and explain why people use banks to save
Text Connections	CC.1.2 K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.		11.5.K-2.A Describe self as a consumer Homes Around the World - p. 70 -71 13.3.K-2.C Set and achieve a goal. (New Year Goal Setting)
Text Features	CC.1.2 K.E Identify parts of a book (title, author) and parts of a text (beginning, details, and end). CC.1.2 K.G Answer questions to describe the relationship between illustrations and the text in which they appear. CC.1.3 K.D Name the author and illustrator of a story and define the role of each in telling the story.		
Early Writing/Drawing	CC.1.4 K.X Write routinely over short time frames. CC.1.4 K.D Make logical connections between drawing and dictation/ writing.		

Quarter 3 Details

Quarter 3 Detailed Breakdown By Topic

Quarter 3 Overview			
Topic	Standards / Assessment Anchors	Pacing Guide	Social Studies Integration
Phonemic Awareness - Blending and Segmenting CVC Words, CVCe words, digraphs, and blends	CC.1.1 K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1 K.D Know and apply grade-level phonics and word analysis skills in decoding words	Quarterly Pacing Guide - 📅 Quarterly ELA/Socia... Ongoing, taught to mastery, progression based on assessments, differentiated instruction, and data-driven decision making Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year	Famous Americans Chapter 3 - What Does I Mean to be American? - Leaders/Symbols - Presidents Day - Money - 6.3.K-2.E Define a tax and identify examples 13.3.K-2.B Communicate an original opinion and describe the justification for that opinion. 13.4.K-2.A Describe qualities of people who a successful.
Building Vocabulary	CC.1.2 K.F With prompting and support, ask and answer questions about unknown words in a text CC.1.2 K.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts. CC.1.2 K.K With prompting and support, determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. CC.1.3 K.F Ask and answer questions about unknown words in a text. 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 respond to texts.		Chapter 4 - How has our World Changed? Then and Now Famous Americans 13.4.K-2.A Describe qualities of people who a successful. 13.1.K-2.B Identify entrepreneurial character traits of historical and contemporary entrepreneurs and ways integrate these traits into schoolwide activities and events (e.g.,m posters to advertise, create ideas).
Text Details and Sequence	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.		

	CC.1.3 K.A With prompting and support, retell familiar stories including key details. CC.1.3 K.B Answer questions about key details in a text. CC.1.3 K.C With prompting and support, identify characters, settings, and major events in a story. 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.		
Discussing Text	CC.1.2 K.L Actively engage in group reading activities with purpose and understanding. 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. CC.1.3 K.K Actively engage in group reading activities with purpose and understanding.		
Early Writing/Drawing	CC.1.4 K.E With prompting and support, illustrate using details and dictate/write using descriptive words. CC.1.4 K.J Make logical connections between drawing and writing.		

Quarter 4 Details

Quarter 4
Detailed Breakdown By Topic

Quarter 4 Overview			
Topic	Standards / Assessment Anchors	Pacing Guide	Social Studies Integration
Various types of text	CC.1.3 K.E Recognize common types of text.	Quarterly Pacing Guide -  Quarterly ELA/Soci... Ongoing, taught to mastery, progression based on assessments, differentiated instruction, and data-driven decision making Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year	Chapter 5 - All About Work (different types of jobs and how they fit in a global society) 6.1.K-2.1 Describe why people divide tasks to make work easier. 6.2.K-2.H Identify businesses in your community. 6.2.K-2.J Define entrepreneurship and identify entrepreneurs in the local community.
Writing to convey an idea	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.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4 K.N Establish who and what the narrative will be about.		6.3.K-2.1 Define public goods and services provided by the government. 11.1.K-2.A Identify the production steps that food travels from farm to consumer. 11.1.K-3.J Identify career choices that relate to food.
Writing to express an opinion	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.		11.2.K-2.A Identify waste and practice ways to reduce, reuse, and recycle. 11.2.K-2.E Identify resources used for clothing.
Using standard grammar in writing (complete sentence, capital to start, punctuation, phonetic spellings)	CC.1.4 K.F, L, R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		11.2.K-2.F Identify how to care for clothing. 13.1.K-2.A Identify that there are different ways to prepare for careers.
Share writing, proofread, edit, respond to feedback	CC.1.4 K.T With guidance and support from adults and peers,		13.1.K-2.C Describe the work done by community helpers and business owners.

	respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4 K.U With guidance and support, explore a variety of digital tools to produce and publish writing in collaboration with peers.		13.1.K-2.D Describe what a job is and the reason people have jobs. 13.1.K-2.E Participate in school and community events that share career awareness opportunities
Research and write about a given topic	CC.1.4 K.V Participate in individual or shared research projects on a topic of interest. CC.1.4 K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.		13.3.K-2.B Communicate an original opinion and describe the justification for that opinion. (Opinion Writing) 13.4.K-2.C Explore career choices and identify the knowledge and skills associated with different types of careers. 13.4.K-2.D Explain how workers in their careers use what is learned in the classroom. - Map and Globe Skills - Landforms (specific to PA and in general)

Pacing Guide

Quarter One

Kindergarten ELA

Skills

- Classroom Community
- Letter Recognition
- Phonemic Awareness
- Rhyming Words
- Social Skills and School Rules
- Names
- Nursery Rhymes
- Colors
- Gross and Fine Motor Activities
- Learning through Play
- Seasonal Activities
- Good Citizens/Making smart choices
- Calendar

My View

September - Letter Recognition Unit

October - Book One - What makes a place special?

Fundations

Orientation
Unit 1, Weeks 1 - 7

Social Studies

Chapter 1 - Learning and Working Together (rules, laws, what makes a good citizen)

John Chapman - p. 82 - 83

Chapter 2 - Where do we live?

Pledge of Allegiance/Flag - p. 90, 100 - 103

Sight Words

red
blue
yellow
green
orange
I



Writing

- First Name
- Labeling a
- Make a Li
- Simple Sen
- with a frame
- Nouns

Quarter Two

Kindergarten ELA

Skills

- Phonemic Awareness
- Rhyming Words
- Initial Sound Fluency
- Social Skills and School Rules
- Names
- Nursery Rhymes
- Word Building
- Directed Drawings
- Gross and Fine Motor Activities
- Learning through Play
- Seasonal Activities
- Community Helpers

My View

November/Middle of January -
Book Two - Living Together

*MLK story - Book 4



Foundations

Unit 1, Week 8 - Unit 2, Week 2

Social Studies

Holidays - R8, 9
First Americans - Ch. 4, Lesson 4
Families - 12, 16 - 17
Needs and Wants - Ch. 5, Lesson 2
Currency - 182 - 185
Homes Around the World - p. 70 -71

Sight Words

is me
as wi
his sh
has se
and lo
he an
my th
we of
make th
for yo

Writing

- First Names
- Labeling a
- Verbs
- Simple Sentences
- Captions for
- Lists

Quarter Three

Kindergarten ELA

Skills

- Phonemic Awareness
- Rhyming Words
- Initial Sound Fluency
- Phoneme Segmenting
- Social Skills and School Rules
- Names (first and last)
- Fairy Tales/Fables
- Word Building
- Directed Drawings
- Gross and Fine Motor Activities
- Learning through Play
- Seasonal Activities

My View

January/February - Book Three

Book Three

March/April - Book Four



Foundations

Unit 2, Week 3 -Unit 3, Week 5

Social Studies

Chapter 3 - What Does It Mean to be American?

- Leaders/Symbols
- Presidents Day
- Money

Chapter 4 - How has our World Changed?
Women's History Month

Sight Words

was
said
where
any
come
play
down
her
how
away
give
little

fun
son
we
know
live
go
find
over
ago
all
now
pre

Writing

Simple Sentences
capitalization
punctuation

Adjectives

Quarter Four

Kindergarten ELA

Skills

- Phonemic Awareness
- Rhyming Words
- Initial Sound Fluency
- Phoneme Segmenting
- Social Skills and School Rules
- Names (first and last)
- Nonsense Words
- CVC/CVCe Word Building
- Digraphs
- Directed Drawings
- Gross and Fine Motor Activities
- Learning through Play
- Seasonal Activities



My View

May/June - Book 5

Fundations

Unit 4, Week 1 -
Unit 5

Social Studies

- Chapter 5 - All About Work
- Map and Globe Skills

Sight Words

be	so
saw	ou
our	the
eat	ne
soon	too
walk	no
who	sa
when	un
there	at
into	big

Writing

Given a prompt
and opinion.

Focus on capital
subject/predic