

KINDERGARTEN COURSE OUTCOMES ELA

Writing/ELA			
	Grade: K		Common Core Standard
	1.	SWBAT with scaffolding write a complete sentence with a capitalized beginning of sentence and end with a period, exclamation or question mark.	CCSS.ELA-LITERACY.L.K.2
	2.	SWBAT with scaffolding capitalize people's names and pronoun "I" in written communication.	CCSS.ELA-LITERACY.L.K.2
	3.	SWBAT with scaffolding gather information from personal experience and literature to present knowledge in written form.	CCSS.ELA-LITERACY.W.K.7
	4.	SWBAT with scaffolding respond to teacher and peer suggestions to add details to their writing as needed.	CCSS.ELA-LITERACY.W.K.5
	5.	SWBAT utilize digital tools within the scope of shared writing.	CCSS.ELA-LITERACY.W.K.6
	6	SWBAT with scaffolding produce illustrations and write in complete sentences to express an opinion, generate an informative/ explanatory text or a narrative text.	CCSS.ELA-LITERACY.W.K.1, CCSS.ELA-LITERACY.W.K.2, CCSS.ELA-LITERACY.W.K.3
	7	SWBAT practice Catholic identity through speaking, reading, writing, and listening.	CS ELA.K6 WS 2

READING			
	Grade: K		Common Core Standard
	1.	SWBAT actively engage in reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RI.K.10
	2.	SWBAT clarify the meaning of unknown or multiple meaning words in the context of a passage by examining illustrations, known words, phrases, and structure.	CCSS.ELA-LITERACY.L.K.4
	3.	SWBAT with scaffolding ask and answer questions about key elements in a text.	CCSS.ELA-LITERACY.RL.K.1
	4.	SWBAT name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	CCSS.ELA-LITERACY.RI.K.6
	5.	SWBAT compare and contrast basic similarities in and differences between two texts on the same topic	CCSS.ELA-LITERACY.RI.K.9
	6	SWBAT practice our Catholic identity through speaking, reading, writing and listening.	CS ELA.K6 DS2

Foundational Skills		Course Outcomes	
	Grade: K		Common Core Standard
	1.	SWBAT follow words from left to right, top to bottom, and page by page.	CCSS.ELA-LITERACY.RF.K.1.A
	2.	SWBAT recognize that spoken words are represented in written language by specific sequences of letters.	CCSS.ELA-LITERACY.RF.K.1.B
	3.	SWBAT understand that words are separated by spaces in print.	CCSS.ELA-LITERACY.RF.K.1.C
	4.	SWBAT recognize and name all upper- and lowercase letters of the alphabet.	CCSS.ELA-LITERACY.RF.K.1.D
	5.	SWBAT recognize and produce rhyming words.	CCSS.ELA-LITERACY.RF.K.2.A
	6	SWBAT count, pronounce, blend, and segment syllables in spoken words.	CCSS.ELA-LITERACY.RF.K.2.B
	7	SWBAT blend and segment onsets and rimes of single-syllable spoken words.	CCSS.ELA-LITERACY.RF.K.2.C
	8	SWBAT isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.	CCSS.ELA-LITERACY.RF.K.2.D
	9	SWBAT add or substitute individual sounds in simple, one-syllable words to make new words.	CCSS.ELA-LITERACY.RF.K.2.E
	10	SWBAT demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	CCSS.ELA-LITERACY.RF.K.3.A
	11	SWBAT associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	CCSS.ELA-LITERACY.RF.K.3.B
	12	SWBAT read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	CCSS.ELA-LITERACY.RF.K.3.C
	13	SWBAT distinguish between similarly spelled words by identifying the sounds of the letters that differ.	CCSS.ELA-LITERACY.RF.K.3.D
	14	SWBAT read emergent-reader texts with purpose and understanding.	CCSS.ELA-LITERACY.RF.K.4

English/Language Arts Curriculum

K – 6

Performance Standard: A.1 – Use effective reading strategies to achieve their purposes in reading	Grade Levels
Benchmarks	K
1. Use a variety of strategies and word recognition skills including	
Using left to right (top to bottom) progression	I
Learn and use basic sight words	I
Manipulate sounds, letters, and rhyming words	I
Use word attack skills as a strategy for reading, such as patterning, rhyming, blends, and word families	I
Use context clues and picture clues to aid in decoding	I
Draw upon prior knowledge to provide links to new information	I
Use printed word, phonetic and structural analysis, and content to decode unknown words	I
Apply decoding skills and structural analysis, including the elements of base words, root words, prefixes, suffixes, inflectional endings, compound words, and contractions to assist in word recognition and meaning	

	Grade Levels
Benchmarks	K
2. Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structure by recognizing and utilizing:	
• Initial consonants	I
• Final consonants	I
• Middle consonants	I
• Consonant blends	I
• Consonant digraphs (ch, th, wh)	I
• Vowel sounds	I
• Silent letters (kn)	
• Word families	I
• Compound words	
• Base (root) words	
• Possessive forms	
• Plurals	
• Contractions	
• Prefixes and suffixes	
• Syllabication	I
• Accent	

	Grade Levels
Benchmarks	K
3. Demonstrate phonetic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text	
• Differentiating familiar sounds	I
• Hearing differences in words	I
• Identifying rhyming elements	I
• Distinguishing likenesses and differences in:	
Initial and final sounds	I
Middle sounds	I

	Grade Levels
Benchmarks	K
4. Comprehend reading by using strategies such as	
• Activating prior knowledge	I
• Establishing purpose	
• Self-correcting and self-monitoring	
• Rereading	

• Making predictions	I
• Finding context clues	I
• Developing visual images	I
• Applying knowledge of text structures	
• Adjusting reading rate according to purpose and difficulty	

	Grade Levels
Benchmarks	K
5. Read aloud with age-appropriate fluency, accuracy, and expression	
• Teach to self-select types of books for individual reading	I
6. Discern how written texts and accompanying illustrations connect to convey meanings	I
7. Identify and use organizational features of texts	
• Learn the characteristics of a book (front, back, pages in order, author, illustrator)	I
• Identify parts of a book to locate information	I
• Headings	
• Paragraphs	
• Format	
8. Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature	I

I = Introduced Mastered	D = Developed	M =	
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Performance Standard: A.2 – Read, interpret, and critically analyze literature	Grade Levels
Benchmarks	K
1. Recognize and recall elements and details of a story structure	
• Retell a story in sequence	I
• Identify main characters	I
• Setting	I
• Theme plot/identifying climax (problem/solution)	I
• Noting conflict	I
• Style	
• Point of view	
2. Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience	I
• Have access to a variety of children's literature, including fiction, nonfiction, poetry, fairy tales, religious stories, and picture books	I
• Use a variety of literature to explore cultural and ethnic backgrounds	I
• Read chapter books that reflect and explore cultural and ethnic backgrounds, including content material texts	

• Use current publications to write and share current events (i.e., newspapers, Scholastic News...)	
• Read stories that enhance religious themes	I
• Gain respect for differences in cultural/religious ceremonies and holidays	
• Read literature from different genres to understand human experience from a historical perspective	
• Read biographies to develop an understanding of the time and contributions of the characters: religious, political, and historical	I
3. Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real life experiences	
4. Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience	
• Relating text to personal experiences	I
• Making inferences/drawing conclusions	I
• Fact and opinion	
• Interpreting figurative expressions	
I = Introduced D = Developed M = Mastered	

Performance Standard: A.3 – Read and discuss literary and nonliterary texts in order to understand experience	Grade Levels
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Benchmarks	K
1. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources	
• Newspapers	
• Publication (magazine)	
• Encyclopedia	
• Internet	
• Video	
• Educational programming	
2. Distinguish	
• Fiction/nonfiction	I
• Realistic fiction/fantasy	I
• Biography/autobiography	
• Poetry/prose	
3. Use a variety of materials to read for	
• Discovery	I
• Leisure	I
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Standard 2 - Writing

Performance Standard: B.1 – Create or produce writing to communicate with different audiences for a variety of purposes	Grade Levels

4. Write in a variety of situations (at school and at home) and adapt strategies	
• Journaling	I
• Diaries	
• Logs	I
• Response journal	
5. Use a variety of writing technologies	
• Pencil and paper	I
• Computers	
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Performance Standard: B.2 – Plan, revise, edit, and publish clear and effective writing	Grade Levels
Benchmarks	K
1. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	
• Tell a story through illustrations	I
• Dictate sentences for a written story	I
• Compose group stories with the teacher who models writing skills	I
• Use phonetic/inventive spelling in writing	I

• Use the dictionary and word wall words to spell correctly	I
• Use descriptive words	I
• Use complete sentences with correct grammar and Spelling	I
• Use five steps in the writing process (pre-writing, writing, revising, editing, and publishing)	
• Attempt reading his/her own writing	I
• Demonstrate knowledge of sentence structure: capital letters, space between words, and end sentences with correct punctuation	I
• Write a paragraph that is organized around main idea, topic sentence, and supporting details	
2. Explain the extent and reasons for revision	
• Teacher	
• Peers	
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Performance Standard: B.3 – Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.	Grade Levels
Benchmarks	K

1. Understand and use parts of speech effectively	
• Nouns	
• Common nouns	
• Proper nouns	
• Pronouns	
• Adjectives	
• Possessives	
• Articles (a, an, the)	I
• Plurals	I
3. Capitalization of:	
• Proper nouns	I
• Titles	I
• Abbreviations	I
• Initial words of sentences	I
• Pronoun “I”	I
4. Use of proper mechanics including punctuation	
• Period	I
• Question mark	I
• Exclamation mark	I
• Comma	I

• Quotation marks	I
6. Spell frequently used words correctly using:	
• Words walls	I
• Dictionary/glossary	
• Spell check (computer)	
7. Identify different sentence types	
• By recognizing a complete sentence	
• By recognizing a fragment	
• By recognizing a run-on sentence	
• As a statement	I
• As a question	I
• As a command	
• As an explanation	
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Standard 3: Oral Language

Performance Standard: C.1 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes	Grade Levels
Benchmarks	K
1. Identify and discuss criteria for effective oral presentations	
• Articulation	I
• Volume	I

• Rate	I
• Tone	
• Eye contact	
• Gestures	
I = Introduced D = Developed M = Mastered	

Performance Standard: C.2 – Listen to and comprehend oral communications	Grade Levels
Benchmarks	K
1. Follow basic directions	I
2. Identify and summarize key points of a story or discussion	
3. Retell stories and reports of events in proper sequence	I
4. Follow sequence in plot and character development	I
5. Predict outcomes	I
6. Draw conclusion	I
7. Recall the content of stories after hearing them	I
8. Relate the content to prior knowledge	I
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Performance Standard: C.3 – Participate effectively in discussion	
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	Grade Levels
Benchmarks	K
1. Volunteer relevant information	I
2. Ask relevant questions	I
3. Answer questions directly	I
4. Use appropriate eye contact and nonverbal cues	
5. Reflect and respond respectfully and thoughtfully to the ideas and opinions of others	I
6. Ask for clarification and explanation of unfamiliar words and ideas	I
7. Summarize the main points of discussion	
8. Accept and use helpful criticism	
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Standard 4: Language

Performance Standard: D.1B – Teach students to use resource materials to find and compare definitions, choose among synonyms, and spell words correctly	Grade Levels
Benchmarks	K
• Word wall	I
• Dictionary	
• Thesaurus	

• Grammar texts	
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Standard 5 – Media and Technology

Performance Standard: E.1 – Use computers to acquire, organize, analyze, and communicate information	Grade Levels
Benchmarks	K
1. Operate common computer hardware and software	I
2. Use basic word-processing	
3. Use simple databases	
4. Create, store, and retrieve electronic files	
5. Access information using electronic reference resources	
6. Use on-screen help in connection with computer applications	
7. Collect information from various online resources	
I = Introduced D = Developed M = Mastered	