



**Dover Area School District Curriculum K-U-D  
Kindergarten ELA**

Standards	Know	Understand	Do
	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
CC.1.1.K.A Utilize book handling skills.	Left, right, front, back, top, bottom	Holding a book correctly is a prerequisite to reading	Hold the book appropriately
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. <input type="checkbox"/> Follow words left to right, top to bottom, and page by page. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <input type="checkbox"/> Understand that words are separated by spaces in print. <input type="checkbox"/> Recognize and name all uppercase and lowercase letters of the alphabet	Left, right, top, bottom, page, space, print, alphabet, uppercase and lowercase letters	Print follows a structure and organization.	Track words correctly in connected text; left to right, top to bottom, page by page Recognize spoken words are represented in print by specific sequences of letters Recognize that words are separated by spaces Name all uppercase and lowercase letters of the alphabet
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <input type="checkbox"/> Recognize and produce rhyming words. <input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words. <input type="checkbox"/> Blend and segment onsets and rimes of single-syllable spoken words. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	Letters, sounds, rhymes, syllables, blend and segment syllables, onsets and rhymes, beginning, middle and ending sounds, phoneme	Spoken words, syllables, and individual sounds are the components of language	Recognize words that rhyme Produce a rhyming word Count, produce, blend and segment syllables in spoken words Blend and segment onset and rhyme of single-syllable words Isolate and pronounce the initial, medial vowel, and final sound in three-phoneme (CVC) words.
CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words. <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondence. <input type="checkbox"/> Associate the long and short sounds with common spellings for the five major vowels. <input type="checkbox"/> Read grade-level high-frequency sight words with automaticity.	Letter sounds, short vowels, consonant, sight/heart words	Words can be decoded by applying knowledge of phonics and word analysis skills.	Identify one to one letter-sound correspondence Identify the long and short vowel sounds with common spellings for all five major vowels Read grade-level high-frequency words with automaticity
CC.1.1.K.E Read emergent-reader text with purpose and understanding.	Purpose	There are different purposes for reading	Read an emergent reader with understanding
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	Main idea, retell, key details, text	Texts have a main idea supported by details	Identify the main idea of the text Retell key details of a text
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	details, questions, text	Effective readers use details from a text to answer questions.	Identify the key details of a text
CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	characters, events, connection, ideas, text	Readers can make connections between multiple characters, settings, or events in a passage	Make connections between ideas, individuals, events, or pieces of information.



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CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Title, author, beginning, ending, details, text	Readers can identify the different parts of a book and parts of a text to enhance their comprehension and understanding.	Identify parts of a book: title, author, illustrator, spine, beginning and ending, cover
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	text, questions	Readers have to find the meaning of words they don't know when reading.	Identify meaning of an unknown word by using context clues
CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.	Illustrations, text	Pictures help the reader understand words and ideas in the text.	Describe and/or explain the relationship between the illustrations and the text.
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	Author, support, text	Authors write for a variety of reasons.	Identify author's purpose in a story
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.	Compare and Contrast, same, different, topic	Readers can identify the way two topics or texts are alike and/or different.	Identify similarities between two texts Identify differences between two texts
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	vocabulary, text, words, phrases	Readers learn new words and phrases when reading that they can use in their own conversations.	Use new vocabulary when speaking
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	meaning, phrase	Some words have multiple meanings.	Use context to identify the meaning of unknown words or multiple meaning words.
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	active, engage, purpose	Discussion with others helps the reader comprehend and understand the text.	Actively engage in group reading activities.
CC.1.3.K.A With prompting and support, retell familiar stories including key details.	Details, retell, characters, setting, problem (conflict), solution	Readers use key details when retelling a story.	Orally retell a story to include setting, characters and story sequence. (Story Elements)
CC.1.3.K.B Answer questions about key details in a text.	Details, retell, characters, setting, problem (conflict), solution	Effective readers are able to answer questions about a text by using specific details.	Answer questions based on a text
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	Details, retell, characters, setting, problem (conflict), solution	Effective readers can identify the characters, settings, and events of a story.	Orally retell elements of a story
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	Author, illustrator, role	An author is the individual who writes a text, while an illustrator is the individual who draws the images for a text.	Name the author of a story Name the illustrator of a story Define the role of an author and an illustrator



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CC.1.3.K.E Recognize common types of text.	Fiction, nonfiction, type, text	There are different kinds of texts	Identify different genres.
CC.1.3.K.F Ask and answer questions about unknown words in a text.	Unknown, vocabulary, text	The same word can have different meanings	Picture Match matching the multiple meaning words to corresponding pictures.
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	Connection, illustration, text	Illustrations can help the reader understand the text.	Describe the connections between the text and the illustrations.
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	Compare, contrast characters, adventures, experience	Characters in stories can be similar or different.	Compare and contrast experiences of characters in familiar stories.
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.	Context clues, meaning, clarify	Readers have to find the meaning of words they don't know when reading.	State the meaning of unknown words or multiple meaning words based on text evidence.
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Vocabulary, phrases, respond	Understanding the meaning of words helps us to understand what we read.	Practice using different vocabulary .
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	Understand, respond, listen	We can talk to others about the stories we hear and the books we read.	Engage in group activities and conversations
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Draw, tell, informative, explanatory, dictate	Writers can use drawings, dictation and explicit writing to compose their own texts.	Write informational stories using illustrations or text.
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	Draw, tell, informative, explanatory, topic, dictate, focus	Writers use drawing and writing to focus on one specific topic.	Use drawing, writing, and/or dictating to focus on a specific topic.
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Topic, ideas, details	Writers must generate ideas (brainstorm) to convey information related to a specific topic.	Generate ideas and details that relate to a chosen topic.
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	Connections, dictate	Logical connections must be made between a writer's drawings and writing.	Create drawings with connections to the writing.
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	Illustrate, details, descriptive words	Writers use details and descriptive words in their illustrations and writing to make their piece more interesting.	Illustrate using details and write using descriptive words.
CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <input type="checkbox"/> Capitalize the first word in a sentence and the pronoun I. <input type="checkbox"/> Recognize and use end punctuation. <input type="checkbox"/> Spell simple words phonetically.	Capital, punctuation, period, question mark, exclamation point, sentence	The English language has rules that help readers understand text.	Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically.



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CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	Opinion, topic, dictate	Writers can use drawings, dictation and explicit writing to compose their own opinion texts.	Write opinion pieces using drawing, dictation, and writing.
CC.1.4.K.H Form an opinion by choosing between two given topics.	Opinion, topic	An opinion can be formed when choosing between two topics.	Choose an opinion between two given topics.
CC.1.4.K.I Support the opinion with reasons.	Opinion, reason	A writer's opinion must be supported with specific reasons.	Support an opinion with specific reasons.
CC.1.4.K.J Make logical connections between drawing and writing.	Connections	Logical connections must be made between a writer's drawings and writing.	Create drawings with connections to the writing.
CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <input type="checkbox"/> Capitalize the first word in a sentence and the pronoun I. <input type="checkbox"/> Recognize and use end punctuation. <input type="checkbox"/> Spell simple words phonetically.	Capitalize, punctuation, period, question mark, exclamation point sentence, first, beginning, end	The English language has rules that help readers understand text.	Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically.
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Narrative, real, imaginary, event, experience	Writers can use drawings, dictation and explicit writing to describe real or imagined experiences or events.	Draw a picture to match your story and explain your picture
CC.1.4.K.N Establish who and what the narrative will be about.	Narrative, characters, events	Effective writers establish who and what the narrative will be about.	Write a narrative that establishes character and plot.
CC.1.4.K.O Describe experiences and events.	Describe, experiences, events	Effective writers clearly describe events and experiences in their writing.	Write to describe experiences and events.
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.	Events, first, second, next, etc., order, reaction	Events in a story happen in a specific order	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.
CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <input type="checkbox"/> Capitalize first word in sentence and pronoun I. <input type="checkbox"/> Recognize and use end punctuation. <input type="checkbox"/> Spell simple words phonetically.	Capitalize, punctuation, period, question mark, exclamation point	The English language has rules that help readers understand text.	Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically.



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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.	Respond, suggest, details	Writing can be improved when ideas are shared and discussed with others.	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 or in collaboration with peers.	Digital, publish, variety, collaboration	Digital tools can be used to present and publish writing.	Use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	Research, topic, participate	Information can be found through research and used to create writing pieces.	Research and create a project as an individual or in a group.
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Recall, sources, information	Information can come from a variety of sources (experiences, texts, etc.)	Tell what you already know about a topic.
CC.1.4.K.X Write routinely over short time frames.	Write, capitalize, punctuation	Effective writers write routinely to improve their skills.	Write daily as a routine.
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	Listen, conversation, collaborate	Collaborative conversations are important to communicate effectively.	Participate in conversations in small groups and large groups.
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Details, text, information, media	It is important to be able to ask and answer questions about key details in order to fully understand text and information that is read aloud.	Ask and answer questions based on a text, or video.
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Understand, clarify, information	Self-advocating is done by asking questions when someone is seeking help or to clarify something.	Ask and answer questions to seek help, get information, or clarify something.
CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	Share, audience, volume	When sharing stories or information, it is important to speak clearly and use an appropriate voice volume.	Tell a story using a clear, inside voice.
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	Thoughts, feelings, ideas	When speaking, one must be audible and clearly express their thoughts, feelings, and ideas for others to understand.	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.	Conversation, appropriate, volume, topic	Following the rules of the English language helps people understand what you are saying when you speak.	Use conventions when speaking.