



Common Core State Standards Correlated to "La casa"

Introduction

English Language Arts Standards - Introduction - Key Design Consideration

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/>

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

English Language Arts Standards » Reading: Literature » Introduction for K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.



ENGLISH LANGUAGE ARTS STANDARDS

READING: LITERATURE - KINDERGARTEN

KEY IDEAS AND DETAILS

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CRAFT AND STRUCTURE DETAILS

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

The board has two set of graphics; one is the bilingual vocabulary words and the other is the visual representation of the vocabulary with graphics. You can take a word from the vocabulary in any of the two languages (Spanish & English), and ask the kid for the translation and for the match word with the graphic.

Inside the board “la casa” with the house environment, students can create and retell familiar stories, using the magnetic board’s characters and connecting the story to the different places in the house using the magnetic graphics and the magnetic words.

The board is not a story or book; in fact, the teacher can use the board to create a story using the house environment and the characters. The students can identify the characters, the settings and the major events in the story. The teacher can also ask the students to create the story using the board, the graphics and the vocabulary for the story.

The teacher can use the board’s words to create phrases and ask questions about possible new words. Since we have already the words we can suggest what other words can replace the existing words.

With the board, you can create stories, poems, and storybooks.

la casa
la familia
Using the board and the digital activities from onlinefreespanish and with the teacher guidance, the students can explore spell simple words phonetically, drawing on knowledge of sound-letter relationships and use them, when they write and create a story.



ENGLISH LANGUAGE ARTS STANDARDS

READING: LITERATURE - KINDERGARTEN

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

The role of the author is to teach to the students the parts of the house and the basic concept of family, using the magnetic words and the graphics.

INTEGRATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

The relationship between the illustrations and the story is how you create your own story using the board with the graphics and the words. With help and support of the board, the students can create a story and they or their friends can describe the relationship between the illustrations and the moment in the story.

CCSS.ELA-LITERACY.RL.K.8

(RL.K.8 not applicable to literature)

N/A

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

One the story is made by the class with the help of the teacher, the teacher also well compares and contrast adventure and experiences of the characters in familiar stories.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

The teacher can create groups that build stories with the board and their characters with a purpose to understand and develop the story and share the histories between them.





ENGLISH LANGUAGE ARTS STANDARDS

READING: INFORMATIONAL TEXT - KINDERGARTEN

KEY IDEAS AND DETAILS

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CRAFT AND STRUCTURE DETAILS

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.5

Identify the front cover, back cover, and title page of a book.

CCSS.ELA-LITERACY.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

The teacher well asks questions about key details using the story that the students already made.

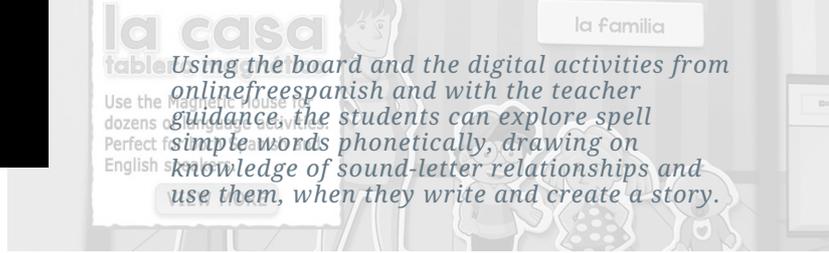
After creating the text of the story the teacher will help students identify the main topic and retail key details of a text.

After creating the text of the story the teacher will encourage the students to find the connection between two individuals, events, ideas, or pieces of information in a text.

After creating the text of the story the teacher will ask the students about unfamiliar words in the story.

Students can identify the front cover, back cover and title on the magnetic board.

The author and the illustrator created the board with a purpose, the students need to identify that purpose with a text and express the role of the characters and the vocabulary that the author and illustrator created.





ENGLISH LANGUAGE ARTS STANDARDS

READING: INFORMATIONAL TEXT - KINDERGARTEN

INTEGRATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

After creating the story the teacher will encourage the students to describe the relationship between illustrations and the words, and the text in which they appear.

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

After creating the story the teacher will encourage describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts).

CCSS.ELA-LITERACY.RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

After creating the story the teacher will identify the reasons why the students give to support points in a text.

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

After creating two stories with the students, the teacher and the students will identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

After writing the story with your students actively engage in a group of reading activities with purpose and understanding. Reading to connect the real moral of the story, and try to do it bilingual.



ENGLISH LANGUAGE ARTS STANDARDS

READING: FOUNDATIONAL SKILLS - KINDERGARTEN

PRINT CONCEPTS:

CCSS.ELA-LITERACY.RF.K.1

Demonstrate an understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C

Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet.

With the board you can use both languages after writing the story, you will follow words from left to right, top to bottom, and page by page.

With the board, the teachers has to advantage of using words in both languages with further illustrate how spooking words representing in written language by specific sequences of letters, because the board is in two languages the students will be able to see this specific sequences of letters.

With the use of the board, the students will create a story and they can see how words are separated by spaces.

With the use of the board, the students will create a story then they will have the vocabulary in both languages which contain the lower case of the alphabet.

la casa
la familia
Using the board and the digital activities from onlinefreespanish and with the teacher guidance, the students can explore spell simple words phonetically, drawing on knowledge of sound-letter relationships and use them, when they write and create a story.



ENGLISH LANGUAGE ARTS STANDARDS

READING: FOUNDATIONAL SKILLS - KINDERGARTEN

PHONOLOGICAL AWARENESS:

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.K.2.A

Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.RF.K.2.D

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

CCSS.ELA-LITERACY.RF.K.2.E

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

With the use of the board, the teacher can encourage students to find rhyming words of the vocabulary.

With the use of the board, we have enough vocabulary for the teacher to be able to blend and segment onsets and rimes of single-syllable spoken words, the teacher can do in two languages.

With the use of the board, the teacher can encourage the student to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, the teacher can do in two languages.

Using the board the teacher can encourage the student to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, the teacher can do in two languages.

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ENGLISH LANGUAGE ARTS STANDARDS

READING: FOUNDATIONAL SKILLS - KINDERGARTEN

PHONICS AND WORD RECOGNITION:

CCSS.ELA-LITERACY.RF.K.3.A

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.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.C

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.D

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

FLUENCY:

CCSS.ELA-LITERACY.RF.K.4

Read emergent-reader texts with purpose and understanding.

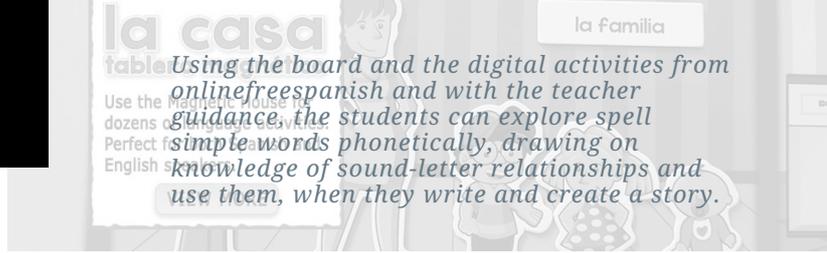
Using the board the teacher can use the vocabulary for writing in both languages to demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

With the use of the board the teacher can encourage students to associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

With the use of the board, we have the visual images and the vocabulary to make possible the teacher encourage reading common high-frequency words by sight.

With the board, the students will have access to the vocabulary and the teacher can encourage them to distinguish between similarly spelled words by identifying the sounds of the letters that differ.

With the board, the students can create stories, write them and then the teacher can encourage the students to read emergent-reader texts with purpose and understanding.





ENGLISH LANGUAGE ARTS STANDARDS

WRITING - KINDERGARTEN

TEXT TYPES AND PURPOSES:

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate 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.

PRODUCTION AND DISTRIBUTION OF WRITING:

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

With the board the teacher can use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

With the board the teacher can use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

With the board the teacher can use a combination of drawing, dictating, and writing to narrate 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.

With the board, the teacher will be able to guide and support the students to respond to questions and suggestions from peers and add details to strengthen writing as needed.

The magnetic board also has activities online that can give digital support to the kids. The activities are on onlinefreespanish.com. With games, puzzles, coloring pages and vocabulary lessons with pronunciation with native audio the students can produce and publish writing, including in collaboration with peers.

la casa
table
Use the
dozens
Perfect
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ENGLISH LANGUAGE ARTS STANDARDS

WRITING - KINDERGARTEN

RESEARCH TO BUILD AND PRESENT KNOWLEDGE:

CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

The board has digital support where the teacher can encourage the students to research and writing projects about different topics.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

With the guidance and support from adults, the students can recall information from experiences or use the board and the magnetic figures to answer a question.