

# Wallenpaupack Area School District Planned Course Curriculum Guide

## English/Language Arts

### Kindergarten ELA

**Course Description:**

The Kindergarten curriculum is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The phonemic awareness and phonics skills needed for future independent reading are taught. Writing, speaking and listening are emphasized as important components of literacy.

**Revision Date:**

August 2021

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten ELA</b>	<b>GRADE: K</b>
<b>Unit 1: Literacy Launch Lab</b>	<b>TIME FRAME: 9 weeks</b>

**PA CORE STANDARDS:**

- Actively engage in group reading activities. (R.K.10)
- Learn to read Yellow books. (RF.K.4)
- Ask and answer questions about details. (R.K.1)
- Ask and answer questions about unknown words. (R.K.4)
- Name the author and illustrator of a text. (R.K.6)
- Describe the relationship between illustrations and the text. (R.K.7)
- Participate in shared writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)
- Identify characters, settings, and major events in a story. (RL.K.3)
- Participate in shared writing projects. (W.K.7)
- Retell familiar stories, including key details. (RL.K.2)
- Participate in shared writing projects. (W.K.7)
- Compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)
- Participate in shared writing projects. (W.K.7)

**UNIT OBJECTIVES (SWBATS):**

- Every student is actively engaged in reading, listening, and participating in at least 25 group Read-Alouds.
- Students can ask and answer questions about text and unknown words with teacher support.
- Students can track words as they “read”.
- With teacher support, every student can name the author and illustrator of a text.
- Students can describe the relationship between illustrations and the text.
- Students participate in shared writing projects.
- With prompting and support, students identify characters, setting and major events in a story.
- With prompting and support, retell familiar stories, including key details.
- Compare and contrast the adventures and experiences of characters in familiar stories.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Heggerty phonemic awareness drills
- Guided reading
- Shared reading
- Modeling
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Accountable talk
- Author’s purpose
- Blend
- Categorize
- Character
- Classification
- Delete/Take-Away
- Difference
- Independent reading
- Power goal
- Power words
- Predictions
- Reading Log
- Reason
- Rhyme
- Segment
- Setting
- Sequence
- Science Lab
- Similarity
- Stamina
- Steps
- Story

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Coaching/small group instruction
- Conferencing
- DIBELS
- Kid Writing
- Individual checklists
- IRLA

**EVIDENCE OF MASTERY:**

- Showing growth by progressing through higher independent reading levels

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Accommodations based on student’s IEP/504
- Guided reading conferencing or coaching
- Kid Writing
- Leveled readers
- Reading logs

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- ABCmouse.com
- ARC Bookshelf

- [Pebble Go](#)
- [Schoolpace.com](#)
- [Starfall.com](#)

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Kindergarten ELA</b>	<b>GRADE: K</b>
<b>Unit 2: Zoology</b>	<b>TIME FRAME: 9 Weeks</b>

**PA CORE STANDARDS:**

**R.K.4:** Ask and answer questions about unknown words in a text.

**RL.K.5:** Recognize common types of texts.

**RI.K.5:** Identify the front cover, back cover, and title page of a book.

**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).

**F.K.4:** Read emergent-reader texts with purpose and understanding.

**F.K.1.A:** Follow words from left to right, top to bottom, and page by page.

**F.K.1.C:** Understand that words are separated by spaces in print.

**F.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.

**F.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.

**F.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.

**F.K.3.C:** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**F.K.3.D:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**F.K.3.B:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**F.1.3.A:** Know the spelling-sound correspondences for the common consonant digraphs (sh- ch-, th-, wh-) and blends.

**W.K.7:** Participate in shared research and writing project (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.1, W.K.2, W.K.3:** Students spend a few weeks on each.

**SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.K.4:** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

**SL.K.5:** Add drawings and other visual displays to descriptions as desired to provide additional detail.

**SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

**L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

**L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.

**L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**UNIT OBJECTIVES (SWBATS):**

- Identify the front cover, back cover, and title page of a book and use those text features to learn about animals.
- Identify the front cover, back cover, and title page of a book and use those text features to learn about mammals.
- Recognize common types of texts and discuss how some types of fiction texts may teach real facts, while others may include realistic portrayals of animals.
- Compare and contrast texts, including books about amphibians.
- Compare and contrast texts, including books about fish.
- Phonological/Phonemic Awareness(first sounds, alliteration)
- Phonics/Word Study: Read and Spell 1G Power Words (and, of, like, look, at, this, we, go, all, can, do ,are, am, an, he, be, me, she, have, had, has, will, with, who, what, why, want, went, was, no, on, not, yes, where, there, here)

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Accountable talk
- Author’s purpose
- Categorize
- Character
- Classification
- Difference
- Main Idea
- Power goal
- Power words
- Predictions
- Reading log
- Reason
- Rhyme
- Setting
- Sequence

- Science lab
- Similarity
- Stamina
- Steps
- Story

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Coaching
- Conferencing
- DIBELS
- Kid Writing
- Individual checklists
- IRLA
- Research lab journals

**EVIDENCE OF MASTERY/Cut Score:**

- Mastery of foundational reading acquisition skills as measured by point increments in IRLA
- DIBELS benchmark
- Student work samples

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Accommodations based on student's IEP/504
- Guided reading conferencing or coaching
- Kid Writing
- Leveled readers
- Reading logs
- Research lab journals

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- <http://kids.britannica.com>
- <http://kids.nationalgeographic.com/animals>
- <http://animals.Sandiegozoo.org>
- [www.ABCmouse.com](http://www.ABCmouse.com)
- [www.Americanreading.com](http://www.Americanreading.com)
- [www.PebbleGo.com](http://www.PebbleGo.com)
- [www.Schoolpace.com](http://www.Schoolpace.com)
- [www.Starfall.com](http://www.Starfall.com)

**RESOURCE SPECIFIC VOCABULARY:**

- Living organisms, non-living objects, wild animals, domestic animals, zoo animals, farm animals, pets, compare and contrast
- Mammals, baby mammals, mammal life cycles
- Birds, baby birds, bird life cycles
- Reptiles, baby reptiles, reptile life cycles
- Amphibians, amphibian life cycles,
- Fish, baby fish, fish life cycle





Wallenpaupack Area School District Curriculum	
<b>COURSE: Kindergarten ELA</b>	<b>GRADE: Kindergarten</b>
<b>Unit 3: Ecology</b>	<b>TIME FRAME: 9 Weeks</b>

**PA CORE STANDARDS:**

- RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- RL.K.2:** With prompting and support, re-tell familiar stories, including key details.
- RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- F.K.4:** Read emergent-reader texts with purpose and understanding.
- F.K.1.A:** Follow words from left to right, top to bottom, and page by page.
- F.K.1.C:** Understand that words are separated by spaces in print.
- F.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- F.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- F.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.
- F.K.3.C:** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- F.K.3.D:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- F.K.3.B:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- F.1.3.A:** Know the spelling-sound correspondences for the common consonant digraphs (sh- ch-, th-, wh-) and blends.
- W.K.7:** Participate in shared research and writing project (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.1, W.K.2, W.K.3:** Students spend a few weeks on each.
- SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4:** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
- SL.K.5:** Add drawings and other visual displays to descriptions as desired to provide additional detail.
- SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**UNIT OBJECTIVES (SWBATS):**

- Determine the main topic and key details of a Read-Aloud about savannas with teacher support.
- Phonological/Phonemic Awareness: Syllables
- Phonics/Word Study: they, said, come, get, big, little, live, lots, for, one, up, down, can't
- Determine the main topic and key details of a Read-Aloud about forests with teacher support.
- Phonics/Word Study: but, not, day, play, pl-, cl-, bl-, sl-, fl-, gl-
- Retell Read-Alouds about oceans with support
- Phonics/Word Study: from, if, fr-, br-, cr-, dr-, gr-, pr-, tr-, out, about
- Identify reasons an author gives to support his/her point with teacher support.
- Retell Read-Alouds about deserts and rainforests with support.
- Phonics/Word Study: them, then, these, th-, sh-, ch-, when, wh-, eat, saw, stop, off, st-, sk-, sc-, sm-, sn-, sp-, sw-, tw-, make, take
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**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Accountable talk
- Author's purpose
- Categorize
- Character
- Classification
- Difference
- Independent reading
- Main Idea
- Power goal
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- Sequence
- Science lab
- Similarity
- Stamina

- Steps
- Story

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Coaching
- Conferencing
- DIBELS
- Kid Writing
- Individual checklists
- IRLA
- Research lab journals

**EVIDENCE OF MASTERY/Cut Score:**

- Mastery of foundational reading acquisition skills as measured by point increments in IRLA
- DIBELS benchmark
- Student work samples

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

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**RESOURCE SPECIFIC VOCABULARY:**

- Ecosystems, plants, animals
- Savanna ecosystems, Savanna animals, adaptations of Savanna plants, Savanna food webs
- Forest ecosystems, forest animals, adaptations of forest animals, forest plants, forest food web
- Ocean ecosystems, ocean animals, adaptations of ocean animals, ocean plants, ocean food web
- Desert ecosystems, desert animals, adaptations of desert animals, desert plants, desert food web
- Rainforest ecosystems, Rainforest animals, adaptations of Rainforest animals, Rainforest plants, Rainforest food web

Wallenpaupack Area School District Curriculum	
<b>COURSE: Kindergarten ELA</b>	<b>GRADE: Kindergarten</b>
<b>Unit 4: Entomology</b>	<b>TIME FRAME: 9 weeks</b>

**PA CORE STANDARDS:**

- RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- F.K.4:** Read emergent-reader texts with purpose and understanding.
- F.K.1.A:** Follow words from left to right, top to bottom, and page by page.
- F.K.1.C:** Understand that words are separated by spaces in print.
- F.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- F.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- F.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.
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- L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.

**L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**UNIT OBJECTIVES (SWBATS):**

- Cite text evidence to support assertions
- Phonological/Phonemic Awareness: Onset and rime
- Phonics/Word Study: happy, many, as, his, him, over, her, girl
- Describe the connection between two individuals, events, ideas, or pieces of information with teacher support.
- Phonics/Word Study: or, your, good, too, now, how, home, came, fun, jump
- Continue to identify characters, settings, and major events in Read-Alouds with teacher support.
- Phonics/Word Study: -at, -am, -an, -and, -it, -in, -out, -eat
- Compare and contrast characters in familiar stories with each other and facts about real life.
- Phonics/Word Study: -up, -ump, -all, -ill, -et, -en, -ot, -op, -ake, -ame, -ike, -ee
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**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

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- Reviewing
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- Questioning
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**ANCHOR VOCABULARY:**

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- Main Idea
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- Power words
- Predictions
- Reading log
- Reason
- Rhyme
- Setting
- Sequence

- Science lab
- Similarity
- Stamina
- Steps

Story

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Coaching
- Conferencing
- DIBELS
- Kid Writing
- Individual checklists
- IRLA
- Research lab journals

**EVIDENCE OF MASTERY/Cut Score:**

- Mastery of foundational reading acquisition skills as measured by point increments in IRLA
- DIBELS benchmark
- Student work samples
- Independent Reading Level of 2G

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

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