

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:

June 2014

Wallenpaupack Area School District Curriculum

COURSE: Kindergarten ELA

GRADE: K

UNIT 1: All Together Now

TIME FRAME: 6 weeks

PA CORE STANDARDS:

CC.1.1.K.A: Utilize book handling skills.

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.

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.

CC.1.1.K.E: Read emergent reader text with purpose and understanding

CC.1.2.K.B: With prompting and support, answer questions about key details in 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.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.

CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

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.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.F: Ask and answer questions about unknown words in a text.

CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).

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 responding to texts.

CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.

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.

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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.J: Make logical connections between drawing and writing.

CC.1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

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.

CC.1.4.K.O: Describe experiences and events.

CC.1.4.K.R: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

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

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger 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.

CC.1.5.K.C: Ask and answer questions in order 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.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

UNIT OBJECTIVES (SWBATS):

- Recognize and produce rhyming words
- Count syllables in words
- Identify sounds that are the same or different
- Identify and isolate initial and sounds in spoken words
- Know most common sound associated with individual letters
- Blend sounds of letters to decode one-syllable words (consonants)
- Listen to models read aloud with accuracy, comprehension, and appropriate rate
- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud
- Use words to describe location, size, color, and shape
- Use new oral vocabulary in context to reinforce meaning
- Preview the text
- Set purpose for reading
- Activate and use prior knowledge
- Make and confirm predictions
- Answer questions
- Retell stories, including characters, setting, and plot
- Make connections
- Text to self, text to text, text to world connections
- Classify and categorize
- Sequence events
- Describe a character
- Describe the setting

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:

- Author's purpose
- Categorize
- Character
- Classification
- Lesson
- Predictions
- Reason
- Rhyme
- Setting
- Sequence
- Similarity
- Story

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- Kid Writing
- Individual checklists

EVIDENCE OF MASTER:

- Progressing towards DIBELS mid-year benchmark goal composite score of 122
- 70% in Weekly Tests

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

- Leveled Readers (Scott Foresman)
- Kid Writing
- Guided reading groups
- Readings on Independent Level from Readworks
- Books from Reading A-Z
- Reading journals
- Accommodations based on student's IEP/504

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

- Pearson Successnet
- <http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html>
- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- first, second, third, fourth, fifth, sixth
- repair, leak, steep, ladder, puddles, shed
- platypus, around, lost, found, market, groceries
- bakery, post office, fire station, library, park, chaperone
- granddaddy, sharing, protect, crate, scary, sneaked
- scooping, swooshing, squelching, gobbling, spinning, rumbling

Wallenpaupack Area School District Curriculum

COURSE: Kindergarten ELA

GRADE: K

UNIT 2: Watch Me Change

TIME FRAME: 6 Weeks

PA CORE STANDARDS:

CC.1.1.K.A: Utilize book handling skills.

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.

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.

CC.1.1.K.E: Read emergent reader text with purpose and understanding

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.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.

CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

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.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

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.

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E: Recognize common types of text.

CC.1.3.K.F: Ask and answer questions about unknown words in a text.

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.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 responding to texts.

CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.

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.

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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive

words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.J: Make logical connections between drawing and writing.

CC. 1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

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.

CC.1.4.K.O: Describe experiences and events.

CC.1.4.K.R: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

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

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger 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.

CC.1.5.K.C: Ask and answer questions in order 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 ideas clearly.

CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

UNIT OBJECTIVES (SWBATS):

- Identify and isolate initial and final sounds in spoken words
- Identify and isolate medial sounds in spoken words
- Blend sounds orally to make words
- Segment a word into sounds
- Identify sounds of letters to decode one-syllable words (consonants, short vowels, phonograms, word families)
- Identify sounds that are the same or different
- Listen to models read aloud with accuracy, comprehension, and appropriate rate
- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use new oral vocabulary words in context to reinforce meaning
- Preview the text
- Set purpose for reading; activate and use prior knowledge
- Make and confirm predictions
- Answer questions
- Recognize story structure
- Retell stories including characters, setting, and plot

- Retell/summarize selections, identifying main ideas
- Make connections: text to self, text to text, text to world
- Compare and contrast
- Identify main idea
- Identify realism and fantasy
- Identify setting

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:

- Character
- Compare
- Connection
- Difference
- Fantasy
- Main idea
- Plot
- Setting
- Story
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- Kid writing
- Individual Checklists

EVIDENCE OF MASTERY/Cut Score:

- Progressing towards DIBELS mid-year benchmark goal composite score of 122
- 70% in Weekly Tests

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

- Leveled Readers (Scott Foresman)
- Kid Writing
- Guided reading groups

- Readings on Independent Level from Readworks
- Books from Reading A-Z
- Reading journals
- Accommodations based on student's IEP/504

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

- Pearson Successnet
- <http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html>
- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- ocean, world, crab, shell, fish, seaweed
- armadillo, burrow, tortoise, rattlesnake, grubs, insects
- calf, grassland, cub, pup, joey, foal
- sleep, winter, cave, woods, storm, blustery
- meadow, nest, stump, tree trunk, hive, den
- garden, gardener, plant, seed, soil, blossoms

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten ELA	GRADE: Kindergarten
UNIT 3: Watch Me Change	TIME FRAME: 6 Weeks

PA CORE STANDARDS:

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CC.1.1.K.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.K.E: Read emergent reader text with purpose and understanding

CC.1.2. K.A: With prompting and support, identify the main idea and retell key details of text.

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CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

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CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

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.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

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.

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E: Recognize common types of text.

CC.1.3.K.F: Ask and answer questions about unknown words in a text.

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.I: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

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CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.

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.

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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive

words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.J: Make logical connections between drawing and writing.

CC.1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

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.

CC.1.4.K.O: Describe experiences and events.

CC.1.4.K.R: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

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 or in collaboration with peers.

CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger 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.

CC.1.5.K.C: Ask and answer questions in order 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 ideas clearly.

CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

UNIT OBJECTIVES (SWBATS):

- Identify sounds that are the same or different
- Segment and blend onset and rhyme
- Identify and isolate initial and final sounds in spoken words
- Identify and isolate medial sounds in spoken words
- Blend sounds orally to make word
- Segment a word into sounds
- Add, delete, or substitute phonemes
- Blend sounds of letters to decode one-syllable words (consonants, short vowels, phonograms/word families)
- Listen to models read aloud with accuracy, comprehension, and appropriate rate
- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use new oral vocabulary words in context to reinforce meaning
- Preview the text
- Activate and use prior knowledge

- Make and confirm predictions
- Answer questions
- Recognize story structure
- Retell stories, including characters, setting, and plot
- Retell/summarize selections, identifying main ideas
- Visualize
- Use mental imagery
- Make connections: text to self, text to text, text to world
- Identify cause and effect
- Compare and contrast
- Identify realism and fantasy
- Identify setting
- Draw conclusions
- Identify plot

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:

- Compare/contrast
- Conclusion
- Difference
- Fantasy
- Main idea
- Realism
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- Kid Writing
- Individual checklists

EVIDENCE OF MASTERY/Cut Score:

- DIBELS mid-year benchmark goals:
Composite score – 122

First Sound Fluency - 30
Phoneme Segment Fluency - 20
Nonsense Word Fluency - 17

- 70% in Scott Foresman Weekly Tests

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

- Leveled Readers (Scott Foresman)
- Kid Writing
- Guided reading groups
- Readings on Independent Level from Readworks
- Books from Reading A-Z
- Reading journals
- Accommodations based on student's IEP/504

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

- Pearson Successnet
- <http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html>
- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- weigh, measure, healthy, bamboo, curious, explore
- duckling, pond, paddle, plunged, proud, brave
- twins, newborn, crawl, walk, children, babies
- goose, gosling, caterpillar, butterfly, reflection, cocoon
- seeds, pod, roots, stem, pit, sprouts
- chameleon, jungle, pattern, skin, hide, scampered

Wallenpaupack Area School District Curriculum

COURSE: Kindergarten ELA

GRADE: Kindergarten

UNIT 4: Let's Explore

TIME FRAME: 6 weeks

PA CORE STANDARDS:

CC.1.1.K.A: Utilize book handling skills.

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.

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.

CC.1.1.K.E: Read emergent reader text with purpose and understanding

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.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.

CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

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.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

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.

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E: Recognize common types of text.

CC.1.3.K.F: Ask and answer questions about unknown words in a text.

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.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 responding to texts.

CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.

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.

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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive

words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.G: Write opinion pieces on familiar topics.

CC.1.4.K.H: Form an opinion by choosing among given topics.

CC.1.4.K.I: Support an opinion with reasons related to the opinion.

CC.1.4.K.J: Make logical connections between drawing and writing.

CC. 1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

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.

CC.1.4.K.O: 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.

CC.1.4.K.R: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

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 or in collaboration with peers.

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.

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger 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.

CC.1.5.K.C: Ask and answer questions in order 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 ideas clearly.

CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

UNIT OBJECTIVES (SWBATS):

- Identify and isolate initial and final sounds in spoken words
- Identify and isolate medial sounds in spoken words
- Blend sounds orally to make words
- Segment a word into sounds
- Add, delete, or substitute phonemes
- Blend sounds of letters to decode one-syllable words (consonants, short vowels, phonograms/word families)
- Listen to models read aloud with accuracy, comprehension, and appropriate rate
- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to

text read aloud

- Use new oral vocabulary words in context to reinforce meaning
- Preview the text
- Set purpose for reading
- Activate and use prior knowledge
- Make and confirm predictions
- Monitor own comprehension
- Use fix-up strategies
- Answer questions
- Recognize story structure
- Retell stories, including characters, setting, and plot
- Retell/summarize selections, identifying main ideas
- Visualize
- Use mental imagery
- Make connections: text to self, text to text, text to world
- Identify cause and effect
- Classify and categorize
- Draw conclusions
- Identify character
- Identify setting

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:

- Character
- Conclusion
- Difference
- Imagery
- Plot
- Predictions
- Setting

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

- Kid Writing
- Individual Checklists

EVIDENCE OF MASTERY/Cut Score:

- Progressing towards DIBELS end-of-year benchmark goal composite score of 119
- 70% in Weekly Tests

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

- Leveled Readers (Scott Foresman)
- Kid Writing
- Guided reading groups
- Readings on Independent Level from Readworks
- Books from Reading A-Z
- Reading journals
- Accommodations based on student's IEP/504

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

- Pearson Successnet
- <http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html>
- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- chores, tidy, bustle, race, story, hungry
- piglet, fox, lucky, filthy, cook, scrubber
- woodland, nest, vale, hollow, comfortable, shadows
- bears, porridge, cottage, big, middle-sized, small
- Antarctica, continent, icebergs, penguins, seals, whales
- abuela, adventure, flock, city, airport, harbor

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten ELA	GRADE: Kindergarten
UNIT 5: Going Places	TIME FRAME: 6 Weeks

PA CORE STANDARDS:

CC.1.1.K.A: Utilize book handling skills.

CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.

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.

CC.1.1.K.E: Read emergent reader text with purpose and understanding

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.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.

CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.

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.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

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.

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E: Recognize common types of text.

CC.1.3.K.F: Ask and answer questions about unknown words in a text.

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.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 responding to texts.

CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.

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.

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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive

words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.H: Form an opinion by choosing among given topics

CC.1.4.K.I: Support an opinion with reasons related to the opinion.

CC.1.4.K.J: Make logical connections between drawing and writing.

CC. 1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

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.

CC.1.4.K.O: Describe experiences and events.

CC.1.4.K.R: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

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 or in collaboration with peers.

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.

CC.1.4.K.X: Write routinely over short time frames.

CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger 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.

CC.1.5.K.C: Ask and answer questions in order 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 ideas clearly.

CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

UNIT OBJECTIVES (SWBATS):

- Identify and isolate initial and final sounds in spoken words
- Identify and isolate medial sounds in spoken words
- Blend sounds orally to make words
- Segment a word into sounds
- Add, delete, or substitute phonemes
- Blend sounds of letters to decode one-syllable words (consonants, short vowels, phonograms/word families)
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- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use new oral vocabulary words in context to reinforce meaning
- Preview the text

- Set purpose for reading
- Activate and use prior knowledge
- Make and confirm predictions
- Monitor own comprehension
- Use fix-up strategies
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- Recognize story structure
- Retell stories, including characters, setting, and plot
- Retell/summarize selections, identifying main ideas
- Visualize
- Use mental imagery
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- Text to self, text to text, text to world
- Cause and effect
- Classify and categorize
- Draw conclusions
- Identify character
- Identify setting

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Modeling
- Chunking
- Reviewing

ANCHOR VOCABULARY:

- Category
- Character
- Conclusions
- Difference
- Main idea
- Plot
- Prediction
- Setting
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- Kid writing
- Individual checklists

EVIDENCE OF MASTERY/Cut Score:

Progressing towards DIBELS end-of-year benchmark goal composite score of 119

70% in Weekly Tests

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

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- Pearson Successnet
- <http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html>
- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- plane, jetway, subway, tunnel, ferryboat, sidecar
- rescue, pilot, yacht, sailor, mechanic, shimmering
- messenger, delivery, radios, pickup, escalator, eyeshades
- engine, tracks, passenger, roundhouse, mountain, valley
- travel, kayak, llama, dogsled, double-decker bus, submarine
- cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto

Wallenpaupack Area School District Curriculum	
COURSE: Kindergarten ELA	GRADE: Kindergarten
UNIT 6: Building Our Homes	TIME FRAME: 6 Weeks

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CC.1.1.K.A: Utilize book handling skills.

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CC.1.1.K.D: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.K.E: Read emergent reader text with purpose and understanding.

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CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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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.D: Make logical connections between drawing and dictation/writing.

CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.F: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

CC.1.4.K.G: Write opinion pieces on familiar topics.

CC.1.4.K.H: Form an opinion by choosing among given topics

CC.1.4.K.I: Support an opinion with reasons related to the opinion.

CC.1.4.K.J: Make logical connections between drawing and writing.

CC. 1.4.K.L: Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

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UNIT OBJECTIVES (SWBATS):

- Blend sounds of letters to decode one-syllable words (consonants, short vowels, phonograms/word families)
- Listen to models read aloud with accuracy, comprehension, and appropriate rate
- Read irregular high frequency words automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use new oral vocabulary words in context to reinforce meaning
- Preview the text
- Set purpose for reading
- Activate and use prior knowledge
- Make and confirm predictions

- Monitor own comprehension
- Answer questions
- Generate questions
- Recognize story structure
- Retell stories, including characters, setting, and plot
- Retell/summarize selections, identifying main ideas
- Identify main idea
- Visualize
- Use mental imagery
- Make connections: text to self, text to text, text to world
- Identify cause and effect
- Classify and categorize
- Draw conclusions
- Identify character
- Identify setting

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:

- Category
- Character
- Conclusion
- Connection
- Imagery
- Main idea
- Prediction
- Setting
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- Kid writing
- Individual Checklists

EVIDENCE OF MASTERY/Cut Score:

- DIBELS end-of-year benchmark goals:
Composite score - 119
Phoneme Segment Fluency - 40
Nonsense Word Fluency - 28
- 70% in Weekly Tests

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

- Leveled Readers (Scott Foresman)
- Kid Writing
- Guided reading groups
- Readings on Independent Level from Readworks
- Books from Reading A-Z
- Reading journals
- Accommodations based on student's IEP/504

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- Reading A-Z
- Readworks: www.readworks.org

RESOURCE SPECIFIC VOCABULARY:

- home, roof, tools, apartment, city, country
- saw, drill, hammer, screwdriver, file, chisel
- beaver, lodge, paddle, river, stream, lake
- engineer, construction, foreman, hard hat, street sweeper, beacons
- architect, electricians, plumbers, painters, landscapers, movers
- predators, prey, shelter, shields, colony, bark