

Northampton Area School District
 “Year at a Glance” - Grade K English Language Arts



Units of Study	Required Assessments
<p>Start Smart-</p> <p>Estimated Time: Approximately 15 days (5 instructional days per story)</p>	<p>Beginning of the year capital and lowercase letter assessment</p>
<p>Unit 1 -</p> <p>Estimated Time: Approximately 15 days (5 instructional days per story)</p>	
<p>Unit 2 -</p> <p>Estimated Time: Approximately 15 days (5 instructional days per story)</p>	<p>Unit 2 Week 3 <u>The Very Hungry Caterpillar</u> retell assessment</p> <p>Unit 2 Week 2 dictated sentence</p> <p>Unit 2 Week 3 progress monitoring assessment</p> <p>Unit 2 unit assessment- for listening comprehension only</p> <p>MP 1 assessments- capital and lowercase letters, letter sounds, sight words, recognizes rhyming words</p>
<p>Unit 3 -</p> <p>Estimated Time: Approximately 15 days (5 instructional days per story)</p>	<p>Unit 3 Week 1 <u>How Do Dinosaurs Go to School</u> retell assessment</p> <p>Unit 3 Week 2 dictated sentence</p> <p>Unit 3 Week 3 progress monitoring assessment</p> <p>Unit 3 unit assessment- for listening comprehension only</p>
<p>Unit 4 -</p> <p>Estimated Time: Approximately 15 days (5 instructional days per story)</p>	<p>Unit 4 Week 2 <u>Miss Bindergarten Takes a Field Trip</u> retell assessment</p> <p>Unit 4 Week 2 dictated sentence</p> <p>Unit 4 Week 3 progress monitoring assessment</p>

	Unit 4 unit assessment- for listening comprehension only
Unit 5 - Estimated Time: Approximately 15 days (5 instructional days per story)	MP 2 assessments- capital and lowercase letters, letter sounds, sight words, recognizes rhyming words, blending sounds to read words, isolates sounds in words orally Unit 5 Week 1 <u>My Garden</u> retell assessment Unit 5 Week 2 dictated sentence Unit 5 Week 3 progress monitoring assessment Unit 5 unit assessment- for listening comprehension only
Unit 6 - Estimated Time: Approximately 15 days (5 instructional days per story)	Unit 6 Week 1 <u>The Snowy Day</u> retell assessment OR <u>Mama Is It Summer Yet?</u> retell assessment Unit 6 Week 2 dictated sentence Unit 6 Week 3 progress monitoring assessment Unit 6 unit assessment- for listening comprehension only
Unit 7 - Estimated Time: Approximately 15 days (5 instructional days per story)	MP 3 assessments- capital and lowercase letters, letter sounds, sight words, recognizes rhyming words, blending sounds to read words, isolates sounds in words orally, produces rhyming words Unit 7 Week 2 <u>The Birthday Pet</u> retell assessment OR Unit 7 Week 3 <u>Bear Snores On</u> retell assessment Unit 7 Week 2 dictated sentence Unit 7 Week 3 progress monitoring assessment Unit 7 unit assessment- for listening comprehension only
Unit 8 - Estimated Time: Approximately 15 days (5 instructional days per story)	Unit 8 Week 1 <u>When Daddy's Truck Picks Me Up</u> retell assessment Unit 8 Week 3 <u>Bringing Down the Moon</u> retell assessment Unit 8 Week 2 dictated sentence Unit 8 Week 3 progress monitoring assessment

	Unit 8 unit assessment- for listening comprehension only
Unit 9 - Estimated Time: Approximately 15 days (5 instructional days per story)	Unit 9 Week 1 <u>Peter's Chair</u> retell assessment Unit 9 Week 2 dictated sentence Unit 9 Week 3 progress monitoring assessment Unit 9 unit assessment- for listening comprehension only
Unit 10 - Estimated Time: Approximately 15 days (5 instructional days per story)	MP 4 assessments- capital and lowercase letters, letter sounds, sight words, recognizes rhyming words, blending sounds to read words, isolates sounds in words orally, produces rhyming words Unit 10 Week 2 dictated sentence Unit 10 Week 3 progress monitoring assessment Unit 10 unit assessment- for listening comprehension only

English Language Arts Kindergarten				
Start Smart: Let's Get Started				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Start Smart Week 1:</p> <p>We Are Special</p> <p>Essential Question: How is everyone special?</p> <p>Vocabulary: <i>name words</i></p> <p>Word Work: Aa-Hh</p> <p>HFW: I</p>	n/a	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Actively engage in group reading activities with purpose and understanding. Answer questions about key details in a text. With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. Participate in collaborative conversations about kindergarten topics and texts. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet. Demonstrate awareness of word boundaries. (spaces) Read common high frequency words by sight. Recognize and write names. Read emergent reader texts with purpose and understanding. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on concepts of print and key details during Shared Reading. Shared reading books- big books, interactive read-aloud, literature Phonemic awareness, phonics, and HFW lessons. HFW word cards Alphabet poster or online interactive version Whiteboards to write letters or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating and writing to compose informative/explanatory texts.</p> <p>CC.1.4.K.F</p>

		<ul style="list-style-type: none"> Recognize and produce rhyming words. <p style="text-align: center;">Shared Writing</p> <p>The students will:</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating and writing to compose informative/explanatory texts. Capitalize the first word in a sentence and the pronoun “I”. 		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and large groups.</p>
<p>Start Smart Week 2:</p> <p>Family Times</p> <p>Essential Question: Who is in your family?</p> <p>Vocabulary: <i>number words</i></p> <p>Word Work: Jj-Rr</p> <p>HFV: can</p>	<p>n/a</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Actively engage in group reading activities with purpose and understanding. Answer questions about key details in a text. With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. Participate in collaborative conversations about kindergarten topics and texts. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet. Demonstrate awareness of word boundaries. (spaces) Read common high frequency words by sight. Recognize and write names. Read emergent reader texts with purpose and understanding. Recognize and produce rhyming words. 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on concepts of print and key details during Shared Reading. Shared reading books- big books, interactive read-aloud, literature Phonemic awareness, phonics, and HFV lessons. HFV word cards Alphabet poster or online interactive version Whiteboards to write letters or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating and writing to compose informative/explanatory texts.</p> <p>CC.1.4.K.F Demonstrate a grade appropriate command of the</p>

		<p style="text-align: center;">Shared Writing</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. Use a combination of drawing, dictating and writing to compose informative/explanatory texts. Capitalize the first word in a sentence and the pronoun “I”. 		<p>conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and large groups.</p>
<p>Start Smart Week 3:</p> <p>I Can Do It</p> <p>Essential Question: What can you do?</p> <p>Vocabulary: <i>Days of the Week</i></p> <p>Word Work: Ss-Zz</p> <p>HFW: review (I, can)</p>	<p>n/a</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Actively engage in group reading activities with purpose and understanding. Answer questions about key details in a text. With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. Participate in collaborative conversations about kindergarten topics and texts. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet. Demonstrate awareness of word boundaries. (spaces) Read common high frequency words by sight. Recognize and write names. Read emergent reader texts with purpose and understanding. Recognize and produce rhyming 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on concepts of print and key details during Shared Reading. Shared reading books- big books, interactive read-aloud, literature Phonemic awareness, phonics, and HFW lessons. HFW word cards Alphabet poster or online interactive version Whiteboards to write letters or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.4.K.A Use a combination of drawing, dictating and writing to compose informative/explanatory texts.</p> <p>CC.1.4.K.F</p>

		<p>words.</p> <ul style="list-style-type: none">● Count, pronounce, blend, and segment syllables in spoken words. <p>Shared Writing</p> <p>The students will:</p> <ul style="list-style-type: none">● Recognize that spoken words are represented in written language by specific sequences of letters.● Use a combination of drawing, dictating and writing to compose informative/explanatory texts.● Capitalize the first word in a sentence and the pronoun “I”.● Understand that words are separated by spaces in print.		<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.5.K.A</p> <p>Participate in collaborative conversations with peers and adults in small and large groups.</p>
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English Language Arts Kindergarten

Unit 1: Take a New Step

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
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<p>Unit 1 Week 1:</p> <p>Make New Friends</p> <p>Essential Question: How can we get along with new friends?</p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>escape, friend, rescue, problem, grasped: feeling words</i></p> <p>Word Work: Mm /m/</p> <p>HFW: the</p>	<p>n/a</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • With prompting and support, name the author and illustrator and define the role of each. • Identify real-life connections between words and their use. • Develop oral vocabulary. • Actively engage in group reading activities with purpose and understanding. • With prompting and support, describe the relationship between illustrations and the story in which they appear. • Compare and contrast the experiences of characters in familiar stories. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read emergent reader texts with purpose and understanding. • Sort pictures names by similar initial and final sounds. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in the telling of the story.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text of a story.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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<p>Unit 1 Week 2:</p> <p>Get Up and Go</p> <p>Essential Question: <i>How Do Baby Animals Move?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>adventure, arrived, exciting, exhausted, movement; family words</i></p> <p>Word Work: Aa /a/</p> <p>HFW: we</p>	<p>Unit 2 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● With prompting and support, name the author and illustrator and define the role of each. ● Identify real-life connections between words and their use. ● Develop oral vocabulary. ● Actively engage in group reading activities with purpose and understanding. ● With prompting and support, retell familiar stories. ● With prompting and support, describe the relationship between illustrations and the story in which they appear. ● Compare and contrast the experiences of characters in familiar stories. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence. ● Associate the short sounds of vowels with common spelling patterns. ● Read common high frequency words by sight. ● Blend sounds to read CVC words. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> ● Teach mini-lessons on main idea and key details during Shared Reading. ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-aloud, literature ● Mini-lesson on characteristics of information text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in the telling of the story.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text of a story.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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<p>Unit 1 Week 3:</p> <p>Use Your Senses</p> <p>Essential Question: <i>How can your senses help you learn?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>explore, feast, finished, kneads, senses; sensory words</i></p> <p>Word Work: <i>Ss /s/</i></p> <p>HFW: see</p>	<p>n/a</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each. Confirm understanding of a text read aloud by asking and answering questions about key details. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational text. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities Optional word work: -at word family 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.F Ask and answer question about unknown words in a text.</p> <p>CC.1.2.K.G Make connections between the illustrations and the text of a story.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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English Language Arts Kindergarten				
Unit 2- Let's Explore				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 2 Week 1:</p> <p>Tools We Use</p> <p>Essential Question: <i>How do tools help us to explore?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>tool, discover, defeated, fetch, rumble; color words</i></p> <p>Word Work: Pp /p/</p> <p>HFW: a</p>	n/a	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational text. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>

<p>Unit 2 Week 2:</p> <p>Shapes All Around</p> <p>Essential Question: <i>What shapes do you see around you?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>decoration, games, materials, nature, world; shape words</i></p> <p>Word Work: Tt /t/</p> <p>HFW: like</p>	<p>Unit 2 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Identify real-life connections between words and their use. • Develop oral vocabulary. • Actively engage in group reading activities with purpose and understanding. • Recognize characteristics of informational text. • Make text-to-text connections. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts on the same topic.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 2 Week 3:</p>	<p><u>The Very Hungry Caterpillar</u> retell</p>	<p>Shared Reading</p> <p>The students will:</p>	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p>

<p>World of Bugs</p> <p>Essential Question: <i>What kind of bugs do you know about?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>attaches, curious, observe, process, slender; movement words</i></p> <p>Word Work: review (m, a, s, p, t)</p> <p>HFW: review</p>	<p>Unit 2 Week 3 Progress Monitoring Assessment</p> <p>Unit 2 Unit Assessment- for listening comprehension only</p>	<ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each. Confirm understanding of a text read aloud by asking and answering questions about key details. With prompting and support, retell familiar stories, including key details. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of fictional and informational text. Make text-to-text connects. Use text feature captions to gather information. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. 	<p>Reading.</p> <ul style="list-style-type: none"> Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities Optional word work: -at word family 	<p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts on the same topic.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key detail in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>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.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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English Language Arts Kindergarten

Unit 3: Going Places

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 3 Week 1:</p> <p>Rules to Go By</p> <p>Essential Question: <i>What rules do we follow in different places?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>cooperate, guard, prank, responsible, rules; action</i></p>	<p><u>How Do Dinosaurs go to School?</u> retell assessment</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Identify real-life connections between words and their use. ● Develop oral vocabulary. ● Name the author and illustrator of a story and define their roles. ● Recognize characteristics of fantasy. ● Recognize and produce rhyming words. ● Actively engage in group reading activities with purpose and understanding. ● Retell familiar stories. ● Identify reasons an author gives to support points in a text. ● Apply the comprehensions skill 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> ● Teach mini-lessons on main idea and key details during Shared Reading. ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-aloud, literature ● Mini-lesson on characteristics of information text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Wonders’ songs ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E</p>

<p><i>words</i></p> <p>Word Work:</p> <p>li /i/</p> <p>HFW: to</p>		<p>visualize while listening to a story.</p> <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader text. Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 		<p>Recognize common types of text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 3 Week 2:</p> <p>Sounds Around Us</p> <p>Essential Question: <i>What are the different sounds we hear?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>chat, exclaimed, familiar, listen,</i></p>	<p>Unit 3 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Identify real-life connections between words and their use. Follow words from left to right, top to bottom and from page to page. Develop oral vocabulary. Utilize the strategy visualize to comprehend the story. Actively engage in group reading activities with purpose and understanding. Compare and contrast the adventures and experiences of 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response 	<p>CC.1.3.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.I Determine or clarify the meaning of unknown</p>

<p><i>volume; sound words</i></p> <p>Word Work: Nn /n/</p> <p>HFW: and</p>		<p>characters in familiar stories.</p> <ul style="list-style-type: none"> Use the text feature captions to understand the photographs <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader texts. 	<p>activities</p>	<p>or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 2 Week 3:</p> <p>The Places We Go</p> <p>Essential Question: <i>What places do you go to during the week?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>intelligent,</i></p>	<p>Unit 3 Week 3 Progress Monitoring Assessment</p> <p>Unit 3 Unit Assessment- for listening comprehension only</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each. Confirm understanding of a text read aloud by asking and answering questions about key details. Identify characters, settings and major events in a story. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Use text feature “map” to 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers 	<p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C. With prompting and support, identify characters, settings and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.2.K.F/CC.1.3.K.F Ask and answer question about unknown words in a text.</p>

<p><i>local, neighborhood, routine, volunteer; sequence words</i></p> <p>Word Work:</p> <p>Cc /c/</p> <p>HFVW:</p> <p>go</p>		<p>gather information.</p> <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. 	<ul style="list-style-type: none"> Journal and reading response activities Optional word work: -at word family 	<p>CC.1.3.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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<p align="center">English Language Arts Kindergarten</p> <p align="center">Unit 4: Around the Neighborhood</p>				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 4 Week 1: Time for Work</p> <p>Essential Question:</p>		<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, 	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C</p>

<p><i>What do people use to do their jobs?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>equipment, uniform, utensils, expect, remain, job words</i></p> <p>Word Work: Oo /o/</p> <p>HFW: you</p>		<p>and answering questions about key details.</p> <ul style="list-style-type: none"> Identify real-life connections between words and their use. Use words and phrases acquired by conversation, books, and responding to texts. With prompting and support, ask and answer questions about key details in a text. With prompting and support, describe the relationship between illustrations and the text. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Blend and segment onsets and rimes of one syllable words. Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sound for each consonant. 	<p>interactive read-aloud, literature</p> <ul style="list-style-type: none"> Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.I/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key detail in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>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.</p>
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		<ul style="list-style-type: none"> • Distinguish between similarly spelled words by identifying the sounds of letters that differ. • Read high frequency words by sight. • Read emergent-reader texts with purpose and understanding. 		
<p>Unit 4 Week 2: Meet Your Neighbors</p> <p>Essential Question: <i>Who are your neighbors?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Character, Setting, Events</i></p> <p>Vocabulary: <i>cultures, appreciate, proud, tradition, prefer; food words</i></p> <p>Word Work: Dd /d/</p>	<p>Unit 4 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Describe familiar people, places, things, and events and provide additional details with prompting • Engage in group reading activities with purpose and understanding • Follow words from left to right, top to bottom, and page to page • Identify real-life connections between words and their use. • Use words and phrases acquired by conversation, books, and responding to texts. • With prompting and support, ask and answer questions about key details 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key detail in a text.</p> <p>CC.1.3.K.E</p>

<p>HFW: do</p>		<p>in a text.</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Blend and segment onsets and rimes of one syllable words. Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sound for each consonant. Isolate and pronounce the initial sounds in words. Distinguish between similarly spelled words by identifying the sounds of letters that differ. Read high frequency words by sight. Read emergent-reader texts with purpose and understanding. Spell simple words phonetically. 		<p>Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>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.</p>
<p>Unit 4 Week 3:</p>	<p>Unit 4 Week 3</p>	<p style="text-align: center;">Shared Reading</p>	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea 	<p>CC.1.1.K.B Demonstrate understanding of the organization</p>

<p>Pitch In</p> <p>Essential Question: <i>How can people help to make your community better?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>community, improve, harvest, quarrel, confused; position words</i></p> <p>Word Work: review</p> <p>HFW: review</p>	<p>Progress Monitoring Assessment</p> <p>Unit 4 Unit Assessment- for listening comprehension only</p>	<p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Describe familiar people, places, things, and events and provide additional details with prompting. • Engage in group reading activities with purpose and understanding • Follow words from left to right, top to bottom, and page to page • Identify real-life connections between words and their use. • Use words and phrases acquired by conversation, books, and responding to texts. • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify characters, settings, and major events in a story. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Blend and segment onsets and rimes of one syllable words. • Isolate and pronounce the 	<p>and key details during Shared Reading.</p> <ul style="list-style-type: none"> • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key detail in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>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.</p>
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		<p>initial, medial vowel, and final sounds in three-phoneme words.</p> <ul style="list-style-type: none">● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sound for each consonant.● Isolate and pronounce the initial sounds in words.● Distinguish between similarly spelled words by identifying the sounds of letters that differ.● Read high frequency words by sight.● Read emergent-reader texts with purpose and understanding.● Spell simple words phonetically.		
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English Language Arts Kindergarten				
Unit 5: Wonders of Nature				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 5 Week 1:</p> <p>How does your garden grow?</p> <p>Essential Question: <i>What do living things need to grow?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Character, Settings, Events</i></p> <p>Vocabulary: <i>crowd, harmful, plant, require, soak, size words</i></p> <p>Word Work: Hh /h/</p> <p>HFW: my</p>	<p>Unit 5 Week 1 - <u>My Garden</u> retell assessment</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Identify real-life connections between words and their use. Name the author and illustrator of a story and define the role of each. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational and fictional texts. Read emergent texts with purpose and understanding. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. <ul style="list-style-type: none"> Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. <ul style="list-style-type: none"> Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied emergent books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B. Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC. 1.3.K.D Name the author and illustrator of a story and</p>

		<p>knowledge of one-to-one letter-sound correspondence</p> <ul style="list-style-type: none"> • Read common high frequency words by sight. • Blend sounds to read CVC words. • Sort words using initial consonants. • Read emergent-reader texts with purpose and understanding 		<p>define the role of each in telling the story. CC.1.3.K.G Make connections between the illustrations and the text in a story.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
<p>Unit 5 Week 2:</p> <p>Trees</p> <p>Essential Question: <i>How do living things change as they grow?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Main Topic and Key Details</i></p> <p>Vocabulary: <i>amazing, content, develop, enormous,</i></p>	<p>Unit 5 Week 2 - dictated sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Identify main topic and retell key details of a text. • Identify real-life connections between words and their use. • Name the author and illustrator of a story and define the role of each. • Develop oral vocabulary. • Actively engage in group reading activities with purpose and understanding. • Recognize characteristics of informational and fictional texts. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. <ul style="list-style-type: none"> • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. <ul style="list-style-type: none"> • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied emergent books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of a text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p>

<p><i>imagine, tree parts</i></p> <p>Word Work: short Ee /e/</p> <p>HFW: are</p>		<ul style="list-style-type: none"> • Makes connections between texts. • Use text feature diagram to understand information <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read emergent texts with purpose and understanding. 	<p>readers</p> <ul style="list-style-type: none"> • Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B. Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC. 1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story.</p> <p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 5 Week 3:</p>	<p>Unit 5 Week 3 progress monitoring</p>	<p style="text-align: center;">Shared Reading</p>	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of a text.</p>

<p>Fresh From The Farm</p> <p>Essential Question: <i>What kinds of things grow on a farm?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Main Topic and Key Details</i></p> <p>Vocabulary: <i>beneath, delicious, fresh, raise, special, food words</i></p> <p>Word Work: Ff /f/ and Rr/r/</p> <p>HFW: with, he</p>	<p>assessment</p> <p>Unit 5 unit assessment- for listening comprehension only</p>	<p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Identify main topic and retell key details of a text. Identify real-life connections between words and their use. Name the author and illustrator of a story and define the role of each. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational texts. Makes connections between texts. Use text feature diagram to understand information <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Recognizes rhyming words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Sort words using initial consonants 	<p>main idea and key details during Shared Reading.</p> <ul style="list-style-type: none"> Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied emergent books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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		<ul style="list-style-type: none"> • Read emergent texts with purpose and understanding. • Add or substitute individual sounds in one syllable words to make new words. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 		
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English Language Arts Kindergarten
Unit 6: Going Places

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 6 Week 1:</p> <p>The Four Seasons</p> <p>Essential Question: <i>How are the seasons different?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>active, migrate, seasons, spot, weather;</i></p>	<p><u>Mama Is It Summer Yet?</u> or <u>The Snowy Day</u> retell assessment</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Use vocabulary learned through conversations, reading and being read to. • Confirm understanding of a text read aloud by asking and answering questions about key details. • Recognize common types of texts. • Develop oral vocabulary. • Name the author and illustrator of a story and define their roles. • Ask and answer questions about key details in a text. • Actively engage in group reading activities with purpose 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Wonders’ songs • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers 	<p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p>

<p><i>seasonal words</i></p> <p>Word Work:</p> <p>Bb, Ll /b/ /l/</p> <p>HFV: is, little</p>		<p>and understanding.</p> <ul style="list-style-type: none"> Retell familiar stories. Apply the comprehensions skill visualize while listening to a story. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader text. Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 	<ul style="list-style-type: none"> On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 6, Week 2</p> <p>What’s the Weather</p> <p>Essential Question: <i>What happens in different kinds of</i></p>	<p>Unit 6 Week 2 - dictated sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Use vocabulary learned through conversations, reading and being read to. Confirm understanding of a text read aloud by asking and answering questions about key details. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on sequence and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of fantasy and folktales during shared reading. Phonemic awareness, phonics, and 	<p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities</p>

<p><i>weather?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>clever, drought, predict, storm, temperature</i></p> <p>Word Work: K /k/ and final ck /k/</p> <p>HFW: she, was</p>		<ul style="list-style-type: none"> Recognize common types of texts. Develop oral vocabulary. Name the author and illustrator of a story and define their roles. Ask and answer questions about key details in a text.(sequence) Actively engage in group reading activities with purpose and understanding. Retell familiar stories. Apply the comprehensions skill visualize while listening to a story. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader text. Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 	<p>HFW lessons.</p> <ul style="list-style-type: none"> Wonders’ songs Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>with purpose and understanding.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 6, Week 3</p> <p>Stormy Weather</p> <p>Essential</p>	<p>Unit 6, Week 3 progress monitoring assessment</p> <p>Unit 6 unit</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of a text.</p> <p>CC.1.2.K.B With prompting and support, answer questions</p>

<p>Question: <i>How can you stay safe in bad weather?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>celebration, enough, notice, prepare, safe</i></p> <p>Word Work:</p> <p>review:e /e/, h /h/, f /f/</p> <p>HFW: review</p>	<p>assessment- for listening comprehension only</p>	<p>details.</p> <ul style="list-style-type: none"> Identify main topic and retell key details of a text. Identify real-life connections between words and their use. Name the author and illustrator of a story and define the role of each. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of fiction, myths, and informational texts. Makes connections between texts. Use text feature (directions) to understand information <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Recognizes rhyming words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Sort words using initial consonants Read emergent texts with purpose and understanding. Add or substitute individual sounds in one syllable words to make new words. 	<ul style="list-style-type: none"> Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied emergent books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

English Language Arts Kindergarten

Unit 7: The Animal Kingdom

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 7 Week 1:</p> <p>Baby Animals</p> <p>Essential Question: <i>How are some animals alike and how are they different?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Compare and Contrast</i></p> <p>Vocabulary: <i>appearance, behavior, exercise, plenty, wander</i></p> <p>Word Work: Short Uu /u/</p> <p>HFW:</p>	<p>n/a</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Identify real-life connections between words and their use. • Name the author and illustrator of a story and define the role of each. • Develop oral vocabulary. • Actively engage in group reading activities with purpose and understanding. • Recognize characteristics of informational and fictional texts. • Read emergent texts with purpose and understanding. • Recognize poetry and alliteration. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied emergent books to read and circle HFW words or sounds • Whiteboards to write • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>

<p>for, have</p>		<p>initial, medial and final sounds in words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Sort words using initial consonants. • Read emergent-reader texts with purpose and understanding 		<p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
<p>Unit 7 Week 2:</p> <p>Pet Pals</p> <p>Essential Question: <i>How do you take care of different kinds of pets?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Plot: Problem and Solutions</i></p> <p>Vocabulary: <i>compared, depend, responsibility, social, train; pet words</i></p>	<p>Unit 7 Week 2- dictated sentence</p> <p>Unit 7 Week 2 <u>The Birthday Pet</u> retell assessment</p> <p>OR</p> <p>Unit 7 Week 3 <u>Bear Snores On</u> retell assessment</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Identify real-life connections between words and their use. • Name the author and illustrator of a story and define the role of each. • Develop oral vocabulary. • Actively engage in group reading activities with purpose and understanding. • Recognize characteristics of informational and fictional texts. • Read emergent texts with purpose and understanding. • Recognize poetry and alliteration. <p>Word Work</p>	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied emergent books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E</p>

<p>Word Work: <i>Gg /g/ and Ww /w/</i></p> <p>HFW: <i>of, they</i></p>		<p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Sort words using initial consonants. ● Read emergent-reader texts with purpose and understanding 		<p>Read emergent reader text with purpose and understanding.</p> <p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
<p>Unit 7 Week 3:</p> <p>Animal Habitats</p> <p>Essential Question: <i>Where do animals live?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Plot: Cause and Effect</i></p> <p>Vocabulary: <i>complain, habitat, join, stubborn, wild; animal home</i></p>	<p>Unit 7, Week 3 progress monitoring assessment</p> <p>Unit 7- unit assessment- for listening comprehension only</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Identify real-life connections between words and their use. ● Name the author and illustrator of a story and define the role of each. ● Develop oral vocabulary. ● Actively engage in group reading activities with purpose and understanding. ● Recognize characteristics of informational and fictional texts. ● Read emergent texts with purpose and understanding. ● Recognize poetry and alliteration. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> ● Teach mini-lessons on main idea and key details during Shared Reading. ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-aloud, literature ● Mini-lesson on characteristics of information text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied emergent books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>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.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p>

<p><i>words</i></p> <p>Word Work: <i>Vv /v/ and Xx /ks/</i></p> <p>HFW: <i>said, want</i></p>		<p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Sort words using initial consonants. • Read emergent-reader texts with purpose and understanding 		<p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p> <p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
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<p style="text-align: center;">English Language Arts Kindergarten</p> <p style="text-align: center;">Unit 8: From Here to There</p>				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 8 Week 1:</p> <p>On the Move</p> <p>Essential Question: <i>What can help you go from here to there?</i></p> <p>Strategies:</p>	<p><u>When Daddy's Truck Picks Me Up</u> retell assessment</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Recognize characteristics of fiction • Develop oral vocabulary. • Name the author and illustrator 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of fictional text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Wonders' songs • Phonics Puppet • Practice book pages • HFW word cards 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and</p>

<p><i>Make Predictions</i></p> <p>Skills: <i>Character, setting, plot</i></p> <p>Vocabulary: <i>transportation, vehicle, journey, fierce, wide; vehicle words</i></p> <p>Word Work: Jj, Qq /j/ /kw/</p> <p>HFW: here, me</p>		<p>of a story and define their roles.</p> <ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. Identify the characters, setting and plot of a story. Retell familiar stories. Apply the comprehensions skill make predictions while listening to a story. Compare and contrast the adventures and experiences of characters in familiar stories. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader text. Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 	<ul style="list-style-type: none"> Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 8 Week 2:</p> <p>My USA</p> <p>Essential Question: <i>What do you know about our</i></p>	<p>Unit 8 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Name the author and illustrator of a story and define their roles. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.I</p>

<p><i>country?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Main Topic and Key Details</i></p> <p>Vocabulary: <i>country, travel, purpose, careful, connect; ordinal numbers</i></p> <p>Word Work: <i>Yy, Zz, /y/ & /z/</i></p> <p>HFW: this, what</p>		<ul style="list-style-type: none"> Identify real-life connections between words and their use. Identify the main idea and retell key details of a text. Develop oral vocabulary. Utilize the strategy reread to comprehend the story. Actively engage in group reading activities with purpose and understanding. Identify the features of informational text. Compare and contrast two stories on the same topic. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader texts. 	<p>HFW lessons.</p> <ul style="list-style-type: none"> Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>With prompting and support, identify basic similarities and differences between two texts.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CC.1.2.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 8 Week 3:</p> <p>Look to the Sky</p> <p>Essential Question: <i>What do you see</i></p>	<p><u>Bringing Down the Moon</u> retell assessment</p> <p>Unit 8 Week 3 Progress Monitoring Assessment</p> <p>Unit 8 Unit</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each. Confirm understanding of a text read aloud by asking and answering questions about key 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and 	<p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.2.K.B/CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p>

<p><i>in the sky?</i></p> <p>Strategies: <i>Make predictions</i></p> <p>Skills: <i>Plot: problem and solution</i></p> <p>Vocabulary: <i>distance, recognize, surface, challenge, space; opposites</i></p> <p>Word Work: review</p> <p>HFW: review</p>	<p>Assessment- for listening comprehension only</p>	<p>details.</p> <ul style="list-style-type: none"> Identify characters, settings and major events in a story. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of fantasy. Utilize the strategy make predictions to comprehend the story. Retell familiar stories including key details. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader texts. 	<p>HFW lessons.</p> <ul style="list-style-type: none"> Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.C. With prompting and support, identify characters, settings and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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Unit 9: How Things Change

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 9 Week 1:</p> <p>Growing Up</p> <p>Essential Question: <i>How Can You Help Out at Home?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Plot, sequence</i></p> <p>Vocabulary: <i>chores, contribute, member, organize, accomplish; household furniture words</i></p> <p>Word Work: long a, a_e</p> <p>HFW: help, too</p>	<p><u>Peter's Chair</u> retell assessment</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Recognize characteristics of fiction ● Develop oral vocabulary. ● Name the author and illustrator of a story and define their roles. ● Actively engage in group reading activities with purpose and understanding. ● Identify the characters, setting, and plot of a story. ● Retell familiar stories. ● Apply the comprehension skill of making predictions while listening to a story. ● Compare and contrast the adventures and experiences of characters in familiar stories. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Associate the long and short sounds with common spellings 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-aloud, literature ● Mini-lesson on characteristics of fictional text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Wonders' songs ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>

		<ul style="list-style-type: none"> for the vowels • Write a letter for most consonant and vowel sounds. • Spell simple words phonetically using sound-letter knowledge. • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read and understand emergent reader text. • Delete sounds from words to make new words. • Add and substitute individual sounds in one syllable words to make new words. 		
<p>Unit 9 Week 2:</p> <p>Good Citizens</p> <p>Essential Question: <i>What do good citizens do?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Plot, Cause and Effect</i></p> <p>Vocabulary: <i>citizen, necessary, respect, hauled, tidy; farm animals</i></p> <p>Word Work:</p>	<p>Unit 9 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Name the author and illustrator of a story and define their roles. • Identify real-life connections between words and their use. • Identify characters, setting, and major events in a story. • Identify the main topic and retell key details of a text. • Ask and answer questions about key details in a text. • Develop oral vocabulary. • Utilize the strategy reread to comprehend the story. • Actively engage in group reading activities with purpose and understanding. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on plot and cause and effect during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CC.1.2.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p>

<p>long i, i_e</p> <p>HFW: has, play</p>		<ul style="list-style-type: none"> • Compare and contrast the adventures and experiences of characters in familiar stories. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Associate the long and short sounds with common spellings. • Write a letter for most consonant and short-vowel sounds. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read and understand emergent reader texts. • Recognize and produce rhyming words. • Distinguish between similarly spelled words. • Delete sound from words to make new words. • Add and substitute sounds in one syllable words to make new words. • Spell simple words phonetically. 		<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 9 Week 3:</p> <p>Our Natural</p>	<p>Unit 9 Week 3</p>	<p>Shared Reading</p>	<p>Strategies and Skills</p>	<p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities</p>

<p>Resources</p> <p>Essential Question: <i>How Can Things in Nature Be Used to Make New Things?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Connections within text, Sequence</i></p> <p>Vocabulary: <i>natural resources, knowledge, create, weave, designs; Foods made from grains</i></p> <p>Word Work: long o, o_e</p> <p>HFW: where, look</p>	<p>Progress Monitoring Assessment</p> <p>Unit 9 Unit Assessment- for listening comprehension only</p>	<p>The students will:</p> <ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each. Confirm understanding of a text read aloud by asking and answering questions about key details. Identify main topic and retell key details of a text. Describe the relationship between illustrations and the text. Identify real-life connections between words and their use. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational text. Utilize the strategy of rereading to comprehend the story. Retell familiar stories including key details. Ask and answer questions about key details in a text. Identify similarities and differences between two texts on the same topic. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial and final sounds in words. Associate the long and short sounds with common spellings. 	<ul style="list-style-type: none"> Teach mini-lessons on main idea, details, and characteristics of informational text during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-aloud, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>with purpose and understanding.</p> <p>CC.1.2.K.B/CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.C. With prompting and support, identify characters, settings and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>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.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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		<ul style="list-style-type: none"> • Write a letter for most consonant and short-vowel sounds. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read and understand emergent reader texts. • Count, pronounce, blend, and segment syllables in spoken words. • Add or substitute individual sounds in one syllable words to make new words. • Distinguish between similarly spelled words. • Demonstrate understanding of spoken words, syllables, and sounds. 		
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English Language Arts Kindergarten				
Unit 10: Thinking Outside the Box				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
Unit 10 Week 1: Problem Solvers Essential Question:	n/a	Shared Reading The students will: <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Recognize characteristics of 	Strategies and Skills <ul style="list-style-type: none"> • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of fictional text during shared reading. • Phonemic awareness, phonics, and 	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 Identify characters, settings, and major events

<p><i>What can happen when we work together?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Sequence</i></p> <p>Vocabulary: <i>decide, grateful, marvel, opinion, ragged; question words</i></p> <p>Word Work: long u, u_e</p> <p>HFW: good, who</p>		<p>fiction</p> <ul style="list-style-type: none"> • Develop oral vocabulary. • Name the author and illustrator of a story and define their roles. • Actively engage in group reading activities with purpose and understanding. • Identify the characters, setting, and plot of a story. • Compare and contrast the adventures and experiences of characters in familiar stories. • Understand and use question words. • Describe the relationship between illustrations and the story in which they appear. • Ask and answer questions about unknown words in a text. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Associate the long and short sounds with common spellings for the vowels • Write a letter for most consonant and vowel sounds. • Spell simple words phonetically using sound-letter knowledge. • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read and understand emergent reader text. • Add and substitute individual sounds in one syllable words to 	<p>HFW lessons.</p> <ul style="list-style-type: none"> • Wonders’ songs • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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<p>Unit 10 Week 2:</p> <p>Sort It Out</p> <p>Essential Question: <i>In what ways are things alike? How are they different?</i></p> <p>Strategies: <i>Ask and answer questions</i></p> <p>Skills: <i>Key details</i></p> <p>Vocabulary: <i>endless, experiment, perfect, similar, sort; opposites</i></p> <p>Word Work: long e, e_e</p> <p>HFW:</p>	<p>Unit 9 Week 2- Dictated Sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud by asking and answering questions about key details. • Name the author and illustrator of a story and define their roles. • Identify real-life connections between words and their use. • Identify characters, setting, and major events in a story. • Identify the main topic and retell key details of a text. • Retell familiar stories. • Ask and answer questions about key details in a text. • Develop oral vocabulary. • Utilize the strategy reread to comprehend the story. • Actively engage in group reading activities with purpose and understanding. • Compare and contrast the adventures and experiences of characters in familiar stories. • Describe the relationship between illustrations and the 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on identifying key details during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, interactive read-aloud, literature • Mini-lesson on characteristics of information text during shared reading. • Phonemic awareness, phonics, and HFW lessons. • Phonics Puppet • Practice book pages • HFW word cards • Photocopied books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts • Learning centers • On-level, Beyond level, and Approaching level leveled readers • Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p>

<p>come, does</p>		<p>story in which they appear.</p> <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Associate the long and short sounds with common spellings. ● Write a letter for most consonant and short-vowel sounds. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Read and understand emergent reader texts. ● Recognize and produce rhyming words. ● Distinguish between similarly spelled words. ● Delete sound from words to make new words. ● Add and substitute sounds in one syllable words to make new words. ● Spell simple words phonetically. ● Blend and segment onsets and rimes. 		<p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 10 Week 3: Protect Our Earth</p>	<p>Unit 10, Week 3 Progress Monitoring</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Name the author and illustrator of a story and define the role of each. 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> ● Teach mini-lessons on main idea, details, and characteristics of informational text during Shared Reading. ● Introduce vocabulary word cards 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p>

<p>Essential Question: <i>What ideas can you suggest to protect the environment?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: Main Topic and Key Details</p> <p>Vocabulary: <i>encourage, environment, protect, recycle, wisely; baby animals</i></p> <p>Word Work: long a, i, o, u, e</p> <p>HFW: review</p>	<p>Assessment</p> <p>Unit 10 Unit Assessment- for listening comprehension only</p>	<ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Identify main topic and retell key details of a text. ● Identify real-life connections between words and their use. ● Develop oral vocabulary. ● Actively engage in group reading activities with purpose and understanding. ● Recognize characteristics of informational text. ● Utilize the strategy of rereading to comprehend the story. ● Retell familiar stories including key details. ● Ask and answer questions about key details in a text. ● Identify similarities and differences between two texts on the same topic. ● Describe the relationship between illustrations and the text. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Associate the long and short sounds with common spellings. ● Spell simple words phonetically. ● Read common high frequency words by sight. ● Blend sounds to read CVC 	<ul style="list-style-type: none"> ● Shared reading books- big books, interactive read-aloud, literature ● Mini-lesson on characteristics of information text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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		<p>words.</p> <ul style="list-style-type: none">• Read and understand emergent reader texts.• Add or substitute individual sounds in one syllable words to make new words.• Distinguish between similarly spelled words.• Identify and pronounce the initial, medial, and final sounds in words.		
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