

# English Language Arts Kindergarten

## Unit 1: Take a New Step

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 1 Week 1:</b></p> <p style="text-align: center;"><b>Make New Friends</b></p> <p><b>Essential Question:</b> How can we get along with new friends?</p> <p><b>Strategies:</b> <i>Ask and Answer Questions</i></p> <p><b>Skills:</b> <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>escape, friend, rescue, problem, grasped: feeling words</i></p> <p><b>Word Work:</b> Mm /m/</p> <p><b>HFW:</b> the</p>	n/a	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>● With prompting and support, name the author and illustrator and define the role of each.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Develop oral vocabulary.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> <li>● With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>● Compare and contrast the experiences of characters in familiar stories.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>● Introduce vocabulary word cards</li> <li>● Shared reading books- big books, interactive read-alouds, literature</li> <li>● Mini-lesson on characteristics of information text during shared reading.</li> <li>● Phonemic awareness, phonics, and HFW lessons.</li> <li>● Phonics Puppet</li> <li>● Practice book pages</li> <li>● HFW word cards</li> <li>● Photocopied books to read and circle HFW</li> <li>● Whiteboards to write words or sounds</li> <li>● Picture card sorts</li> <li>● Learning centers</li> <li>● On-level, Beyond level, and Approaching level leveled readers</li> <li>● Journal and reading response activities</li> </ul>	<p><b>CC.1.3.K.B</b> With prompting and support, answer questions about key details in a text.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in the telling of the story.</p> <p><b>CC.1.3.K.G</b> Make connections between the illustrations and the text of a story..</p> <p><b>CC.1.3.K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories..</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p>

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		<p style="text-align: center;"><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"><li>● Isolate and pronounce the initial, medial and final sounds in words.</li><li>● Demonstrate basic knowledge of one-to-one letter-sound correspondence</li><li>● Read common high frequency words by sight.</li><li>● Blend sounds to read CVC words.</li><li>● Read emergent reader texts with purpose and understanding.</li><li>● Sort pictures names by similar initial and final sounds.</li></ul>		<p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>
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<p><b>Unit 1 Week 2:</b></p> <p><b>Get Up and Go</b></p> <p><b>Essential Question:</b> <i>How Do Baby Animals Move?</i></p> <p><b>Strategies:</b> <i>Ask and Answer Questions</i></p> <p><b>Skills:</b>     <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>adventure, arrived, exciting, exhausted, movement; family words</i></p> <p><b>Word Work:</b> <i>Aa /a/</i></p> <p><b>HFW:</b>         <i>we</i></p>	<p>Unit 2 Week 2- Dictated Sentence</p>	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>● With prompting and support, name the author and illustrator and define the role of each.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Develop oral vocabulary.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> <li>● With prompting and support, retell familiar stories.</li> <li>● With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>● Compare and contrast the experiences of characters in familiar stories.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>● Introduce vocabulary word cards</li> <li>● Shared reading books- big books, interactive read-alouds, literature</li> <li>● Mini-lesson on characteristics of information text during shared reading.</li> <li>● Phonemic awareness, phonics, and HFW lessons.</li> <li>● Phonics Puppet</li> <li>● Practice book pages</li> <li>● HFW word cards</li> <li>● Photocopied books to read and circle HFW</li> <li>● Whiteboards to write words or sounds</li> <li>● Picture card sorts</li> <li>● Learning centers</li> <li>● On-level, Beyond level, and Approaching level leveled readers</li> <li>● Journal and reading response activities</li> </ul>	<p><b>CC.1.3.K.A</b> With prompting and support, retell familiar stories including key details.</p> <p><b>CC.1.3.K.B</b> With prompting and support, answer questions about key details in a text.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in the telling of the story.</p> <p><b>CC.1.3.K.G</b> Make connections between the illustrations and the text of a story..</p> <p><b>CC.1.3.K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>
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		<p style="text-align: center;"><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Isolate and pronounce the initial, medial and final sounds in words.</li> <li>● Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>● Associate the short sounds of vowels with common spelling patterns.</li> <li>● Read common high frequency words by sight.</li> <li>● Blend sounds to read CVC words.</li> </ul>		<p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>
<p><b>Unit 1 Week 3:</b></p> <p style="text-align: center;"><b>Use Your Senses</b></p> <p style="text-align: center;"><b>Essential Question:</b> <i>How can your senses help you learn?</i></p> <p style="text-align: center;"><b>Strategies:</b> <i>Ask and Answer Questions</i></p>	n/a	<p style="text-align: center;"><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>● Name the author and illustrator of a story and define the role of each.</li> <li>● Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Develop oral vocabulary.</li> </ul>	<p style="text-align: center;"><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>● Introduce vocabulary word cards</li> <li>● Shared reading books- big books, interactive read-alouds, literature</li> <li>● Mini-lesson on characteristics of information text during shared reading.</li> <li>● Phonemic awareness, phonics, and HFW lessons.</li> <li>● Phonics Puppet</li> <li>● Practice book pages</li> </ul>	<p><b>CC.1.2.K.B</b> With prompting and support, answer questions about key details in a text.</p> <p><b>CC.1.2.K.F</b> Ask and answer question about unknown words in a text.</p> <p><b>CC.1.2.K.G</b> Make connections between the illustrations and the text of a story..</p> <p><b>CC.1.2.K.K</b> 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><b>Skills:</b> <i>Key Details</i></p> <p><b>Vocabulary:</b> <i>explore, feast, finished, kneads, senses; sensory words</i></p> <p><b>Word Work:</b> Ss /s/</p> <p><b>HFW:</b> see</p>		<ul style="list-style-type: none"> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Recognize characteristics of informational text.</li> </ul> <p style="text-align: center;"><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Isolate and pronounce the initial, medial and final sounds in words.</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>• Read common high frequency words by sight.</li> <li>• Blend sounds to read CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• HFW word cards</li> <li>• Photocopied books to read and circle HFW</li> <li>• Whiteboards to write words or sounds</li> <li>• Picture card sorts</li> <li>• Learning centers</li> <li>• On-level, Beyond level, and Approaching level leveled readers</li> <li>• Journal and reading response activities</li> <li>• Optional word work: -at word family</li> </ul>	<p><b>CC.1.2.K.L</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>