KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Kindergarten ELA

Last Updated October 2017 by Nikki Yergey

Table of Contents	
Unit #	***Title***
1	*Phonemic Awareness*
2	*Decoding*
3	*Fluency/Comprehension*
4	*Reading: Literature*
5	*Reading: Informational Text*
6	*Writing: Opinion*
7	*Writing: Expository*
8	*Writing: Narrative*
9	*Speaking and Listening*

Unit #/Title	1/Phonemic Awareness

Stage 1 - Identify Desired Results

Standards

CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.
Follow words left to right, top to bottom, and page-by-page.
Recognize that spoken words are represented in written language by specific sequences of letters.
Understand that words are separated by spaces in print.
Recognize and name all uppercase and lowercase letters of the alphabet.
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Recognize and produce rhyming words.
Count, pronounce, blend, and segment syllables in spoken words.
Blend and segment onsets and rimes of single-syllable spoken words.
Isolate and pronounce the initial, sound (phonemes) in the three-phoneme (CVC) words.
CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.
Demonstrate basic knowledge of one-to-one letter-sound correspondence.
Read grade-level high-frequency sight words with automaticity. (1-4)
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (word families)

Big Ideas	Essential Questions
• Active listeners and readers make meaning from what they hear by questioning, reflecting, responding, and evaluating.	• How do we use the sounds of our language?
Content	**Skills**
• Two words that sound alike can be different. • Each letter has a specific sound or sounds. • All of the letters that make up the alphabet. • Words, syllables, and sounds. • Written words represent spoken words.	• Tell how sounds are alike and different and change words to make a new rhyme (word families) • Identify the letters of each sound in the alphabet • Tell how each letter has a specific sound or sounds • Change sounds in words to make new words (word families) • Recognize and produce rhyming words • Spell simple words phonetically • Use a letter/letters for most consonant and short-vowel sounds

Unit #/Title	2/Decoding

Stage 1 - Identify Desired Results

Standards

CC.1.1.K.A Utilize book-handling skills.
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.
Follow words left to right, top to bottom, and page by page.
Recognize that spoken words are represented in written language by specific sequences of letters.
Understand that words are separated by spaces in print.
Recognize and name all upper and lower case letters of the alphabet
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Isolate and pronounce the medial vowel in the three-phoneme (CVC) words.
CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.
Read grade-level high-frequency sight words with automaticity.
CC.1.1.K.E
Read emergent-reader text with purpose and understanding

Big Ideas	Essential Questions
• Decoding is a series of strategies used by readers to recognize and read regular words.	• How do readers read a word? • How do letter sounds help readers to read, write, and speak?
Content	**Skills**
• Each letter has a specific sound. • Vowels have long and short sounds. • High frequency words must be learned by sight. • Words can be segmented and blended.	• Identify and produce the sounds of each letter • Identify and produce the long and short sounds of vowels • Identify high frequency words by sight • Segment and blend words

Unit #/Title	3/Fluency/Comprehension

Stage 1 - Identify Desired Results

Standards

CC.1.1.K.E Read emergent-reader text with purpose and understanding.
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.
CC.1.2.K.B With prompting and support, answer questions about key details in a text.
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Big Ideas

- Active readers make meaning from what they read by questioning, reflecting, responding, and evaluating.
- Fluency is the ability to read with speed, accuracy, and expression to better understand what is read.

Essential Questions

- How does asking and answering questions about literature help me understand/learn about a topic/story?
- How does reading with others help me better understand/learn a topic/story?
- How can I use words when I write and speak to tell a story?
- How can I be a good listener?
- What strategies can I use to make meaning when I listen to or read a story?

Content

- Readers read a variety of text for different purposes.

Skills

- Ask and answer questions about literature to understand/learn about a topic/story
- Recall key details in a story
- Identify how a book is organized
- Tell the difference between stories, poems, and other genres
- Work with others to read and write about a topic
- Use pictures and words to tell what they think about a topic or a book

Unit #/Title	4/Reading: Literature

Stage 1 - Identify Desired Results

Standards

CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
CC.1.3.K.A With prompting and support, retell familiar stories including key details.
CC.1.3.K.B Answer questions about key details in a text.
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E Recognize common types of text.
CC.1.3.K.F Ask and answer questions about unknown words in a text.
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.

Big Ideas

- Readers notice similarities and differences in the characters, setting, and main ideas of stories they read.

Essential Questions

- How do readers show that they understand or remember important details of a story?
- How do pictures help readers understand the story?
- How do text connections (T-W, T-T, T-S) help readers better understand stories?
- What role do the author and illustrator have in the creation of a story?
- How does knowing the meaning of a word help the reader understand the text?

Content

- Retelling a story means that a reader tells what happens throughout the story.
- Characters are the people or animals, objects in a story.
- Setting is where and when a story takes place.
- Major events are the key things that happen in a story.
- Authors write the words for a story and illustrators draw the pictures.
- Knowing the meaning of a word helps the story make sense.

Skills

- Identify the differences between stories, poems, and other genres (author's purpose)
- Retell a story with prompting and support
- Use pictures and words to tell what they think about a topic or a book
- Identify the characters, setting, and major events from the story
- Identify the role of the author and illustrator
- Answer questions about a story
- Ask and answer questions about unknown words in a story

Unit #/Title	5/Reading: Informational Text

Stage 1 - Identify Desired Results

Standards

CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.
CC.1.2.K.B With prompting and support, answer questions about key details in a text.
CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.

Big Ideas	Essential Questions
• Readers gain knowledge about the world around them by reading informational text.	• How can questioning help me learn more about a topic? • How does retelling a text help show understanding? • How does understanding connections within a text help the reader better understand the content? • How do illustrations (charts, photos, diagrams, etc.) help readers understand the information? • What role do the author and illustrator have in the creation of a non-fiction text?
Content	**Skills**
• We learn information from what we read. • Key details create meaning for a whole topic. • We ask questions to gain information on a topic. • Information is the facts relating to a topic. • Main topic is what the text is mostly about. • Informational text structures have similarities and differences with other genres.	• Retell information with prompting • Identify/describe key details that create meaning for a whole topic • Ask questions to gain information on a topic • Identify the main topic of the text • Identify elements of informational text structures and compare them to different genres

Unit #/Title	6/Writing: Opinion

Stage 1 - Identify Desired Results

Standards

CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D Make logical connections between drawing and dictation/writing.
CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H Form an opinion by choosing between two given topics.
CC.1.4.K.I Support the opinion with reasons.
CC.1.4.K.J Make logical connections between drawing and writing.
CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.K.O Describe experiences and events.
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
CC.1.4.K.X Write routinely over short time frames.

Big Ideas	Essential Questions
• Writers use a variety of genres to express understanding, meaning, and purpose.	• How can a writer convey how he/she feels about a topic? • How can editing and revising improve writing? • How can sharing with peers during the writing process improve writing?
Content	**Skills**
• A writer can have an opinion about a topic. • Details help to clarify their position on a topic.	• Share a written opinion about a topic • Use pictures/writing to tell how they feel about a topic • Collaborate with others to improve their writing • Use/add details to help clarify their position on a topic

Unit #/Title	7/Writing: Expository

Stage 1 - Identify Desired Results

Standards

CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D Make logical connections between drawing and dictation/writing.
CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.J Make logical connections between drawing and writing.
CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.K.O Describe experiences and events.
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X Write routinely over short time frames.

Big Ideas	Essential Questions
• Writers use a variety of genres to express understanding, meaning, and purpose.	• How can a writer show what they know about a topic? • How can editing and revising improve writing? • How can sharing with peers during the writing process improve writing?
Content	**Skills**
• The writer provides information about a topic. • A writer can use pictures/writing to tell what her/she knows about a topic. • Writers collaborate to improve their writing. • Details help to clarify their position on a topic.	• Share written information about a topic • Use pictures/writing to show what they know about a topic • Collaborate with others to improve their writing • Use/add details to help clarify their position on a topic

Unit #/Title	8/Writing: Narrative

Stage 1 - Identify Desired Results

Standards

CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D Make logical connections between drawing and dictation/writing.
CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.J Make logical connections between drawing and writing.
CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N Establish "who" and "what" the narrative will be about.
CC.1.4.K.O Describe experiences and events.
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Capitalize first word in sentence and pronoun I.
Recognize and use end punctuation.
Spell simple words phonetically.
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X Write routinely over short time frames.

Big Ideas	Essential Questions
• Writers use a variety of genres to express understanding, meaning, and purpose.	• How can writers tell their stories? • How can editing and revising improve writing? • How can sharing with peers during the writing process improve writing?
Content	**Skills**
• Events are elements in story development. • A writer can use pictures/writing to help tell their story.	• Write a sequence of events to develop a story • Use pictures/writing to help tell their story • Collaborate with others to improve their writing • Use/add details to help clarify their position on a topic

Unit #/Title	9/Speaking and Listening

Stage 1 - Identify Desired Results

Standards

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K. : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Big Ideas	Essential Questions
• Speaking and listening are integral pieces of functional learning.	• How does active listening help a student ask and answer questions about a topic? • Why is it important to know the audience when speaking? • What skills are essential in becoming an effective communicator?
Content	**Skills**
	• Tell about familiar people, places and events • Add details when telling about people, places and events • Speak clearly when expressing thoughts, feelings and ideas