

## Wilson Area School District Planned Course Guide

**Title of planned course:** Reading and Language Arts Kindergarten

**Subject Area:** Reading and Language Arts

**Grade Level:** Kindergarten

**Course Description:** This course is designed for students to gain the prerequisite skills in order to build a strong foundation as emergent readers that focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary.

**Time/Credit for this Course:** One Academic Year

**Curriculum Writing Committee:** Stephanie Hicks and Kimberley Helm

## Curriculum Map

**August:** Review Classroom Routines and Basic Social Skills

**September:** Module 1

**October:** Module 2 / Module 3~week 1

**November:** Finish Module 3

**December:** Module 4~weeks 1-3

**January:** Module 4~week 4 / Module 5~weeks 1-3

**February:** Finish Module 5 / Module 6~weeks 1-3

**March:** Finish Module 6 / Module 7~weeks 1-3

**April:** Finish Module 7 / Module 8~weeks 1-3

**May:** Finish Module 8 / Module 9~weeks 1-3

**June:** Module 9~week 4

## Wilson Area School District Planned Course Materials

**Course Title:** Reading and Language Arts Kindergarten

**Textbook:** HMH into Reading

**Websites:**

- [www.readinga-z.com](http://www.readinga-z.com)
- [www.fcrr.org](http://www.fcrr.org)
- [www.phonologicalawareness.org](http://www.phonologicalawareness.org)
- [www.k-3learningpages.net](http://www.k-3learningpages.net)
- [www.readingresource.net](http://www.readingresource.net)
- [www.readingrockets.org](http://www.readingrockets.org)

**Teacher Resources:**

- Step by Step
- FCRR

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 1

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.G-J, CC.1.4.K.L

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme and alliteration
  - Recognize syllables in a word
  - Blend and segment compound words and onset/rime
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - /m/ & /s/
- **Fluency**
  - Identify and read high frequency words – the, a, see & I
- **Comprehension**
  - Identify story elements
  - Match pictures to text
  - Plot
  - Monitor comprehension
  - Discuss rhyme/rhythm
  - Monitor comprehension
  - Identify the central idea
  - Identify story elements
  - Use picture clues
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Opinion Writing
  - Features of Opinion Writing
  - Plan and Organize an Opinion Piece
  - Draft an Opinion Piece
  - Publish Opinion Writing
  - Proper Nouns
  - Common Nouns
  - Capitalization
  - Singular & Plural Present-Tense Verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use learning centers to practice their names as well as their classmates names
  - Identify and label people
  - Orally practice songs and poems

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 2

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.M-P

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme and alliteration
  - Produce Rhymes
  - Identify syllables
  - Blend and segment syllables, compound words, and onset/rime
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - /t/,/b/, long a, short a, /n/, /d/, /k/-c,& /p/
- **Fluency**
  - Identify and read high frequency words – by, my, to, am, at, go, is, man, no, and, can, you
- **Comprehension**
  - Identify story elements
  - Match pictures to text
  - Plot
  - Monitor comprehension
  - Discuss rhyme/rhythm
  - Monitor comprehension
  - Identify the central idea
  - Identify story elements
  - Use picture clues
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Narrative Writing
  - Features of Narrative Writing
  - Plan and Organize a Narrative Piece
  - Draft a Narrative Piece
  - Publish Narrative Writing
  - Proper Nouns
  - Common Nouns
  - Capitalization
  - Singular & Plural Present-Tense Verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use learning centers to practice their names as well as their classmates names
  - Identify and label people
  - Orally practice songs and poems

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction



**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 3

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.A-F

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme and alliteration
  - Produce Rhyme
  - Identify Initial Sounds
  - Identify Final Sounds
  - Blend and segment onset/rime
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - long i, short i, /r/, /f/, inflection -s /s/ (noun), inflection -s /z/ (noun), inflection -s (verbs)
- **Fluency**
  - Identify and read high frequency words – an, has, it, he, ran, she, did, in, put, me, sits, with
- **Comprehension**
  - Identify story elements
  - Match pictures to text
  - Plot
  - Monitor comprehension
  - Discuss rhyme/rhythm
  - Monitor comprehension
  - Identify the central idea
  - Identify story elements
  - Use picture clues
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Informational Writing
  - Features of Informational Writing
  - Plan and Organize an Informative Piece
  - Draft an Informational Piece
  - Publish Informational Writing
  - Proper Nouns
  - Common Nouns

- Capitalization
- Singular & Plural Present-Tense Verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use learning centers to practice their names as well as their classmates names
  - Identify and label people
  - Orally practice songs and poems

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 4

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.V

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literary devices – rhyme and alliteration
  - Identify initial sounds
  - Identify medial vowel sounds
  - Produce rhymes
  - Blend and segment onset/rime
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - /g/, /k/-k, long o, short o, /l/, /h/, /w/, /j/
- **Fluency**
  - Identify and read high frequency words – big, good, his, very, got, here, of, on, are, lot, not, was, be, do, had, ten
- **Comprehension**
  - Identify story elements
  - Match pictures to text
  - Plot
  - Monitor comprehension
  - Discuss rhyme/rhythm
  - Monitor comprehension
  - Identify the central idea
  - Identify story elements
  - Use picture clues
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Research Writing
  - Features of Research Writing
  - Plan and Organize a Research Piece
  - Draft a Research Piece
  - Publish Research Writing
  - Proper Nouns
  - Common Nouns

- Capitalization
- Singular & Plural Present-Tense Verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use learning centers to practice their names as well as their classmates names
  - Identify and label people
  - Orally practice songs and poems

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 5

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.G-J, CC.1.4.K.L

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme and alliteration
  - Identify initial, medial and final sounds
  - Blend and segment onset/rime
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - short and long u, v, y, short and long e, q and x
- **Fluency**
  - Identify and read high frequency words –but, look, up, want, for, her him, us,help, they, too, yes
- **Comprehension**
  - Identify story elements
  - Make and check predictions
  - Use pictures and text clues
  - Identify character feelings
  - Make inferences
  - Identify character traits
  - Compare characters
  - Plot
  - Identify central idea and key details
  - Identify people, places and events
  - Identify topic and theme
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Narrative Writing
  - Features of Narrative Writing
  - Plan and Organize a Narrative Piece
  - Draft a Narrative Piece
  - Publish Narrative Writing
  - Pronouns
  - Singular and Plural Nouns



**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulatives
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use all steps of the writing process to write a narrative piece
  - Use a pronoun in both oral and written form
  - Use proper singular and plural nouns in both oral and written form

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Writing notebooks

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 6

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.M-P

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Blend phonemes into words
  - Blend and segment onset/rime
  - Use consonant blends
  - Isolate and produce initial, medial and final sounds
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - Z, initial and final blends including: st, sp, sl, sn,cl, fl, st, nd
  - review short vowels
- **Fluency**
  - Identify and read high frequency words – get, hot, or, where, come, from, if, stop, as, our, red, that, out, must, said, when
- **Comprehension**
  - Visualize
  - Describe connections
  - Identify central idea
  - Make and check predictions
  - Identify story elements
  - Discuss author’s purpose
  - Discuss rhyme and rhythm
  - Compare and contrast adventures
  - Identify people, places and events
  - Use text features
  - Discuss author’s craft
- **Vocabulary**
  - Expand oral language through use of vocabulary
- **Language Arts**
  - Introduce Informative Writing
  - Features of Informative Writing
  - Plan and Organize an Informative Piece
  - Draft an Informative Piece
  - Publish Informative Writing

- Prepositions
- Pronouns

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use all steps of the writing process to write an informative piece
  - Use a pronoun in both oral and written form
  - Use prepositions in both oral and written form

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Writing notebooks

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 7

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.M-P

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment words into phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - double final consonants -ff, -ss, -zz, -ll, final -ck, digraphs sh, ch, th, and wh
- **Fluency**
  - Identify and read high frequency words – down, off, so, will, back, let, were, what, could, now, then, this, tell, well, who, your
- **Comprehension**
  - Ask and answer questions
  - Identify story elements
  - Retell a story
  - Describe a setting
  - Describe connections
  - Visualize
  - Identify topic and central idea
  - Discuss the author’s purpose
  - Identify people, places and events
  - Make inferences
  - Compare and Contrast
  - Evaluate details
  - Identify opinions and reasons
  - Make connections
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Creative Writing
  - Features of Creative Writing
  - Plan and Organize a Creative Piece
  - Draft a Creative Piece
  - Publish Creative Writing

- Prepositions
- Exclamations & exclamation marks

**Core Activities:** Students will complete/participate in the following:

● **Phonological / Phonemic Awareness**

- Songs, stories and poems using rhyme
- Direct instruction using specific words and hand motions for syllables
- Picture cards
- Manipulative
- Picture charts
- Stories isolating initial sounds
- Learning stations focusing on all PA concepts
- Participate in small groups targeting skills

● **Phonics**

- Letter books
- Letter searches
- Building letters with various items (play-doh, yarn etc.)
- Printing with workbooks and dry erase

● **Fluency**

- Use of decodable text for repeated reading
- Flashcards
- Word games
- Practice high frequency words

● **Comprehension**

- Listen to a variety of stories
- Complete worksheets and draw pictures to show understanding on comprehension concepts
- Answer questions orally

● **Vocabulary**

- Respond orally when listening to various stories
- Complete 2-3 step directions

● **Language Arts**

- Use all steps of the writing process to write a creative piece
- Use prepositions in both oral and written form
- Use exclamation marks in written form

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Writing notebook

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation



## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 8

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.G-J

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment words into phonemes (letter-sound correspondence)
  - Isolate medial and final sounds
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - Long a, long i, long o and long u, soft sounds of /c/ and /g/
- **Fluency**
  - Identify and read high frequency words – know, out, some, take, home, like, many, right, keep, made, why, would, all, into, make, time
- **Comprehension**
  - Make and check predictions
  - Identify central idea
  - Use text features
  - Identify steps in a sequence
  - Synthesize information
  - Compare and contrast information
  - Make connections
  - Set a purpose
  - Evaluate details
  - Identify steps in a sequence
  - Identify story elements
  - Identify order events
  - Visualize
  - Discuss author’s purpose and craft
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Opinion Writing
  - Features of Opinion Writing
  - Plan and Organize an Opinion Piece
  - Draft an Opinion Piece
  - Publish Opinion Writing

- Complete sentences
- Past, present and future tense verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use all steps of the writing process to write an opinion piece
  - Write a complete sentence
  - Use past, present and future tense verbs in writing

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Writing notebook

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Kindergarten

**Module:** 9

**Time frame:** Four Weeks

**State Standards:** CC.1.1.K.A-E, CC.1.2.K.A-B, CC.1.2.K.E, CC.1.2.K.J, CC.1.2.K.L, CC.1.3.K.A-K, CC.1.4.K.V

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Add and delete syllables
  - Segment and blend 3, 4 and 5 sounds
  - Add, delete and substitute phonemes
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - Review phonics skills
- **Fluency**
  - Identify and read high frequency words – about, came, gave, one, because, just, pick, play, again, ate, how, them
- **Comprehension**
  - Set a purpose
  - Identify story elements
  - Synthesize ideas
  - Identify central idea
  - Make connections
  - Use text features
  - Discuss author’s purpose and craft
  - Retell a story
  - Plot
- **Vocabulary**
  - Expand oral language through the use of vocabulary
- **Language Arts**
  - Introduce Research Writing
  - Features of Research Writing
  - Plan and Organize a Research Piece
  - Draft a Research Piece
  - Publish Research Writing
  - Question words and question marks
  - Sentences types
  - Punctuation

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks and dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Use all steps of the writing process to write a research piece
  - Use correct ending marks in sentences

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Decodable readers
- Big Books
- into Reading myBook workbook
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Writing notebook

**Assessments:**

- Weekly module assessments
- Benchmark module assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation