

# Curriculum Map: Kindergarten ELA Curriculum 2024

Course: K Reading Sub-topic: Reading

Grade(s): None specified

**Course Description:** Throughout the year, students will embark on an exciting journey of literacy development, guided by the principles of the Science of Reading and aligned to the Pennsylvania Core Standards for English Language Arts (ELA). Our curriculum is designed to foster a deep understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through engaging activities, interactive read-alouds, and hands-on experiences, students will develop foundational skills in language arts, setting the stage for a lifelong love of reading and language. Kindergarteners will learn how to communicate effectively by listening, speaking, reading, and writing. We are committed to creating a supportive and inclusive learning environment where every child can thrive and become confident, proficient readers and communicators.

**Skills:** Course Objectives

Students will build foundational literacy skills including mastering book handling skills, concepts of print, as well as the following:

1. Phonological Awareness

- Recognize and produce rhyming words
- Blend and segment syllables and onset-rime
- Identify and manipulate individual sounds (phonemes) in spoken words

2. Phonics and Word Recognition

- Recognize and name all upper- and lowercase letters of the alphabet
- Associate the long and short sounds with common spellings for the five major vowels
- Decode regularly spelled one-syllable words

### 3. Fluency

- Read emergent-reader texts with purpose and understanding
- Read grade-level text with purpose and understanding

### 4. Vocabulary Acquisition and Use

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Identify new meanings for familiar words and apply them accurately

### 5. Comprehension and Collaboration

- With prompting and support, ask and answer questions about key details in a text
- With prompting and support, identify the main topic and retell key details of a text

### 6. Speaking and Listening

- Use language to convey a message effectively.
- Participate in collaborative conversations.
- Ask and answer questions i.e. for meaning, for clarification, for curiosity, to express needs or wants, to broaden knowledge base.
- To listen actively in order to make meaning from what they hear.

### 7. Writing

- Properly form letters
- Use letter sound knowledge and high frequency words to convey a message (1 or 2 sentences) with illustrations
- Properly use writing conventions such as capital letters, spacing, and punctuation.

## **Essential Questions:**

#### 1. Phonemic Awareness:

- How can we identify and manipulate individual sounds in spoken words?
- What strategies can we use to blend and segment sounds in words?

#### 2. Phonics:

- How do letters and their sounds work together to form words?
- What are the different ways we can decode and encode words?

### 3. Fluency:

- How can we read with accuracy and automaticity?
- What strategies can we use to build reading fluency?

### 4. Vocabulary:

- How do we learn and understand new words?
- What strategies can we use to develop a rich vocabulary?

### 5. Comprehension:

- How do we understand and interpret different types of texts?
- What strategies can we use to monitor and improve our understanding of a text?

## 6. **Listening and Speaking**

- How do we make meaning from what we hear?
- How can we be effective speakers and communicate messages?

## 1. **Writing**

1.
  - Letter Formation and Recognition:
    - How do we correctly form and recognize uppercase and lowercase letters?
    - What strategies can we use to improve our letter formation and recognition skills?
  - Phonemic Awareness in Writing:
    - How can we represent the sounds we hear in words through our writing?
    - What strategies can we use to match sounds to letters when writing?
  - Emergent Writing Skills:
    - How do we express our thoughts and ideas through drawing and writing?
    - What strategies can we use to develop our emergent writing skills?
  - Conventions of Writing:
    - What are the basic conventions of writing, such as spacing between words and punctuation?

- How can we apply these conventions to our own writing?
- Writing for Different Purposes:
  - How do we adjust our writing style and content for different purposes, such as narrative, informative, and opinion writing?
  - What strategies can we use to effectively communicate our ideas through writing?
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**Course  
Textbooks,  
Workbooks,  
Materials  
Citations:**

iReady

Scholastic Let's Find Out

Independent Decodables that align with previously taught phonics skills

Deedee Wills; Not Your Mother's Instruction:

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

### **Unit: Unit 1 - Aug/Sept**

Timeline: Week 1 to 4

**Unit Description:** In Unit 1, kindergarteners will learn to identify letters, letter - sound correspondence, letter formation, encode and decode words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will also develop understanding of the parts of a book, concepts of print, respond to text, and identify setting and characters in a story. Kindergarteners will use common shapes to draw objects that may be used in future illustrations. Kindergarteners will learn how to be active listeners and take turns in conversations.

### **Unit Essential Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What do good listeners do?
3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?

8. How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

## **Unit**

**Assignments:** iReady Benchmark Assessment

Write first name using proper letter formation including capital and lowercase letters.

Complete illustration journal entries throughout the Unit.

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables



Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

## Unit Notes:

### Themes

- All About Me
- Alphabet
- Colors
- Apples

### Phonics (encoding / decoding)

Letters, CVC Words, Sight Words

- Week 1 (first full week of instruction)
  - Letters t, a, b, h,
  - CVC Words that utilize instructed letters
  - Sight Words is, for
  - Secret Stories - introduce Better Alphabet Song
    - Long & short vowels
    - Hard & soft c and g
    - Q always followed by u
    - S as /s/ or /z/
    - Y as /y/ or /e/ or /i/
- Week 2
  - Letters n, m, r, l, i

- CVC words
- Sight words see, the
- Week 3
  - Review of 1st & 2nd week
- Week 4
  - Letters c, f, d, g
  - CVC words
  - Sight words this, and
- Real words vs. nonsense words
- Identifying letters / words / sentences
- Voiced & unvoiced -th
- Introduce concept of Heart Words

### **Phonemic Awareness (Heggerty Daily Lesson)**

- Alphabet Knowledge
  - Learn letter names & sounds
- Language awareness
  - Counting number of words in a sentence

- Rhyming
- Syllables
- Beginning sounds
- Ending sounds
- Segmenting
- Blending 2 sounds
- Substituting beginning sound
- Make Compound Words

### **Whole Group Reading / Close Reading**

- Parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Examining Schema
- Responding to text
  - Making predictions

- Sequencing
- Answering questions about key details
- Identify main topic
- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - setting, characters
- Fiction vs. nonfiction

### **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been

introduced

- Using sky, plane, grass, worm lines
- First name writing
- Illustration journal of common objects/people using shapes
- Intro to sentence structure - capital letter, spaces, punctuation
- Writing portfolio / prompt & rubric

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

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

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

CC.1.2.K.B  
(Advanced) With prompting and support, answer questions about key details in a text.

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

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

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

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

CC.1.2.K.I  
(Advanced) 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  
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CC.1.2.K.K  
(Advanced) 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  
(Advanced) Actively engage in group reading activities with purpose and understanding.

CC.1.3.K.A  
(Advanced) With prompting and support, retell familiar stories including key details.

CC.1.3.K.B  
(Advanced) Answer questions about key details in a text.

CC.1.3.K.C With prompting and support, identify characters, settings, and major

(Advanced)	events in a story.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.J (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.H (Advanced)	Form an opinion by choosing between two given topics.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.

This Curriculum Map Unit has no Topics to display

## Unit: Unit 2 - October

Timeline: 4 Weeks

**Unit Description:** In Unit 2, kindergarteners will learn to identify letters, letter - sound correspondence, letter formation, encode and decode words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will also develop understanding of the parts of a book, concepts of print, respond to text, and identify setting



and characters in a story. Kindergarteners will use common shapes to draw objects that may be used in future illustrations. Kindergarteners will learn how to be active listeners and take turns in conversations.

**Unit Essential Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What do good listeners do?
3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

**Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration journal entries throughout the Unit.

Complete activities corresponding to thematic units.

## **Unit Key**

**Terminology & Definitions:** Read left to right

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

**Unit Notes:**

**Themes**

- Pumpkins
- Spiders
- Bats
- Halloween

**Phonics (encoding / decoding)**

- Continuous spiral review of previous month's letters & words
- Week 5

- Letters j, e, o, q
- CVC words utilizing letters taught
- Sight Words here, a, an
- Week 6
  - Review all previously taught
- Week 7
  - Letters u, s, p, x, k
  - CVC words utilizing letters taught
  - Sight words can, you
- Week 8
  - Letters v, w, y, z
  - CVC words utilizing letters taught
  - Sight words on, went
- CVCe words (silent e words)
- Real words vs. nonsense words
- Identifying letters / words / sentences
- Initial sounds C or K

### **Phonemic Awareness (Heggerty Daily Lesson)**

- Rhyming
- Syllables
- Beginning sounds
- Ending sounds
- Segmenting
- Blending
- Substituting / deleting beginning sound

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Schema
- Responding to text
  - Making predictions

- Visualizing
- Sequencing
- Answering questions about key details
- Identify main topic
- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Fact vs. opinion
- Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - Setting, characters
  - Problem & solution
- Fiction vs. nonfiction



## Writing

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write a word or phrase or sentence to match the picture
  - Using Word Wall & spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation
- Informational text writing
  - Generating ideas
  - Fact vs. opinion

**STANDARDS:**     **STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.2.K.A  
(Advanced)

With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B  
(Advanced)

With prompting and support, answer questions about key details in a text.

CC.1.2.K.C  
(Advanced)

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

CC.1.2.K.E  
(Advanced)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.L (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	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

- (Advanced) specific topic.
- CC.1.4.K.C  
(Advanced) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
- CC.1.4.K.D  
(Advanced) Make logical connections between drawing and dictation/writing.
- CC.1.4.K.E  
(Advanced) With prompting and support, illustrate using details and dictate/write using descriptive words.
- CC.1.4.K.G  
(Advanced) Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- CC.1.4.K.H  
(Advanced) Form an opinion by choosing between two given topics.
- CC.1.4.K.I  
(Advanced) Support the opinion with reasons.
- CC.1.4.K.J  
(Advanced) Make logical connections between drawing and writing.
- CC.1.4.K.M  
(Advanced) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- CC.1.4.K.O  
(Advanced) Describe experiences and events.
- CC.1.4.K.P  
(Advanced) 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.T  
(Advanced) 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  
(Advanced) 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  
(Advanced) With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.K.X  
(Advanced) Write routinely over short time frames.
- CC.1.5.K.A  
(Advanced) Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.K.B  
(Advanced) 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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

### **Unit: Unit 3 - November**

Timeline: 4 Weeks

#### **Unit**

**Description:** In Unit 3, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encode and decode words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will also develop understanding of the parts of a book, concepts of print, respond to text, and identify setting and characters in a story. Kindergarteners will draw illustrations that correspond to words or sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

#### **Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?

3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction

- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

## **Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events



Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

## **Unit Notes:**

### **Themes**

- Fall / Leaves
- Scarecrows
- Turkeys / Thanksgiving

### **Phonics (Encoding / Decoding)**

- Week 9
  - Review previous letters, CVC words HF words
- Week 10
  - Word Families -at, -ap

- HF words am, it, its, if, in, on, us, up, upon, at, off
- Week 11
  - Word Families -an, -ad
  - HF words dad, had, ran, man, ask, said, has, his, as
- Week 12
  - Word Family -am, review all previous Word Families
  - HF words no, go, so, also, was, saw
- Decode words using letters & word families from previous lists
- Open & closed syllable types

### **Phonemic Awareness (Heggerty daily lessons)**

- Rhyming
- Syllables
- Beginning sounds
- Middle sounds
- Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds

- Substituting / deleting beginning sound
- Produce rhyming words
- Blending words with digraphs
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### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Schema
- Responding to text
  - Making predictions
  - Visualizing
  - Sequencing
  - Answering questions about key details
  - Identify main topic

- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Fact vs. opinion
- Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - Setting, characters
  - Problem & solution
- Fiction vs. nonfiction

### **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been

introduced

- Using sky, plane, grass, worm lines
- First name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write a phrase or sentence to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters  
of the alphabet.

- CC.1.1.K.C  
(Advanced) 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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
- CC.1.1.K.D  
(Advanced) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- CC.1.1.K.E  
(Advanced) Read emergent-reader text with purpose and understanding.
- CC.1.2.K.A  
(Advanced) With prompting and support, identify the main idea and retell key details of text.
- CC.1.2.K.B  
(Advanced) With prompting and support, answer questions about key details in a text.
- CC.1.2.K.C  
(Advanced) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- CC.1.2.K.E  
(Advanced) Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- CC.1.2.K.F  
(Advanced) With prompting and support, ask and answer questions about unknown words in a text.
- CC.1.2.K.G  
(Advanced) Answer questions to describe the relationship between illustrations and the text in which they appear.
- CC.1.2.K.H  
(Advanced) With prompting and support, identify the reasons an author gives to support points in a text.
- CC.1.2.K.I  
(Advanced) 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

(Advanced)	being read to, and responding to texts.
CC.1.2.K.K (Advanced)	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 (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E (Advanced)	Recognize common types of text.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.J (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.



- CC.1.4.K.F  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.
- CC.1.4.K.G  
(Advanced) Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- CC.1.4.K.H  
(Advanced) Form an opinion by choosing between two given topics.
- CC.1.4.K.I  
(Advanced) Support the opinion with reasons.
- CC.1.4.K.J  
(Advanced) Make logical connections between drawing and writing.
- CC.1.4.K.L  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.
- CC.1.4.K.M  
(Advanced) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- CC.1.4.K.N  
(Advanced) Establish “who” and “what” the narrative will be about.
- CC.1.4.K.O  
(Advanced) Describe experiences and events.
- CC.1.4.K.P  
(Advanced) 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  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.

CC.1.4.K.T (Advanced)	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 (Advanced)	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 (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X (Advanced)	Write routinely over short time frames.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 4 - December**

Timeline: 4 Weeks

### **Unit**

**Description:** In Unit 4, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters,

demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting and characters in a story. Kindergarteners will draw illustrations that correspond to words or sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

**Unit Essential Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What do good listeners do?
3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?
9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

## Anthology Series

### **Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

### **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

## Unit Notes:

### Themes

- Gingerbread
- Reindeer
- Holidays

### Phonics (encoding/decoding)

- Week 13
  - Word Families -op, -og
  - HF words me, be, we, she, he, her
- Week 14
  - Word Families -ob, -ot
  - HF words not, hot, got, mom, want
- Week 15
  - Word Families -et, -ed
  - HF words yes, let, red, get, ten, tell, well
- Decode words using previously taught phonics skills
- Possible decodable words using letters & word families from previous lists



### **Phonemic Awareness (Heggerty daily lessons)**

- Rhyming
- Syllables
- Beginning sounds
- Middle sounds
- Ending sounds
- Segmenting
- Blending 3 sounds
- Substituting / deleting beginning sound

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Schema
- Responding to text

- Making predictions
- Visualizing
- Sequencing
- Answering questions about key details in a text
- Identify main topic
- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Fact vs. opinion
- Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - Setting, characters
  - Problem & solution

- Fiction vs. nonfiction

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write a sentence to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation
- Different Types of Writing
  - Posters, letter writing
- Informational Text Writing

- Fact vs. opinion

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

- CC.1.2.K.A  
(Advanced) With prompting and support, identify the main idea and retell key details of text.
- CC.1.2.K.B  
(Advanced) With prompting and support, answer questions about key details in a text.
- CC.1.2.K.C  
(Advanced) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- CC.1.2.K.E  
(Advanced) Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- CC.1.2.K.F  
(Advanced) With prompting and support, ask and answer questions about unknown words in a text.
- CC.1.2.K.G  
(Advanced) Answer questions to describe the relationship between illustrations and the text in which they appear.
- CC.1.2.K.H  
(Advanced) With prompting and support, identify the reasons an author gives to support points in a text.
- CC.1.2.K.I  
(Advanced) 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  
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- CC.1.2.K.K  
(Advanced) 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  
(Advanced) Actively engage in group reading activities with purpose and understanding.
- CC.1.3.K.A  
(Advanced) With prompting and support, retell familiar stories including key details.
- CC.1.3.K.B  
(Advanced) Answer questions about key details in a text.
- CC.1.3.K.C  
(Advanced) With prompting and support, identify characters, settings, and major events in a story.
- CC.1.3.K.D  
(Advanced) Name the author and illustrator of a story and define the role of each in telling the story.
- CC.1.3.K.E  
(Advanced) Recognize common types of text.
- CC.1.3.K.F  
(Advanced) Ask and answer questions about unknown words in a text.
- CC.1.3.K.G  
(Advanced) Make connections between the illustrations and the text in a story.

(Advanced)	(read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.G (Advanced)	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H (Advanced)	Form an opinion by choosing between two given topics.
CC.1.4.K.I (Advanced)	Support the opinion with reasons.
CC.1.4.K.J (Advanced)	Make logical connections between drawing and writing.
CC.1.4.K.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and

spelling.

- Capitalize first word in sentence and the pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

CC.1.4.K.M  
(Advanced)

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

CC.1.4.K.N  
(Advanced)

Establish "who" and "what" the narrative will be about.

CC.1.4.K.O  
(Advanced)

Describe experiences and events.

CC.1.4.K.P  
(Advanced)

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  
(Advanced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and the pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

CC.1.4.K.T  
(Advanced)

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  
(Advanced)

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  
(Advanced)

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

CC.1.4.K.X  
(Advanced)

Write routinely over short time frames.

CC.1.5.K.A  
(Advanced)

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B  
(Advanced)

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  
(Advanced)

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

- (Advanced) enough to be understood by all audiences using appropriate volume.  
CC.1.5.K.E  
(Advanced) Speak audibly and express thoughts, feelings, and ideas clearly.  
CC.1.5.K.G  
(Advanced) Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 5 - January**

Timeline: 4 Weeks

### **Unit**

**Description:** In Unit 5, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will learn about digraphs. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting, characters, and problem in a story as well as recall sequence of events of a story. Kindergarteners will draw illustrations that correspond to sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

### **Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?



3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?
9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

**Unit Assignments:** Write first and last name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

iReady Diagnostic Assessment

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

Digraph

Blend

## **Unit Notes:**

### **Themes**

- The Mitten / Jan Brett
- Snow
- Penguins

- Bears / Arctic Animals

### **Phonics (encoding / decoding)**

- Week 16
  - Word Families -ug, -ut
  - HF words but, cut, run, put
- Week 17
  - Word Families -ip, -it
  - HF words did, sit, him, big, six, will, have, give, live
- Week 18
  - Word Families -ig, -in
  - HF words, my, by, try, fly, why
- Week 19
  - Digraphs sh, ch
  - HF words much, such, wish, wash, push
- Decode words using letters & word families from previous lists

### **Phonemic Awareness (Heggerty daily lessons)**

- Rhyming
- Syllables
- Beginning sounds
- Middle sounds
- Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds
- Substituting / deleting beginning sound
- Produce rhyming words

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Schema
- Responding to text

- Making predictions
- Visualizing
- Sequencing
- Answering questions about key details in a text
- Identify main topic
- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Fact vs. opinion
- Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - Setting, characters
  - Problem & solution



- Fiction vs. nonfiction

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First and last name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write one or more sentences to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation

## **STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#) Utilize book handing skills.

(Advanced)  
CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

CC.1.2.K.A  
(Advanced)

With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B  
(Advanced)

With prompting and support, answer questions about key details in a text.

CC.1.2.K.C  
(Advanced)

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

CC.1.2.K.E  
(Advanced)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K (Advanced)	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 (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E (Advanced)	Recognize common types of text.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	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

- (Advanced) understanding.
- CC.1.4.K.A (Advanced) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- CC.1.4.K.B (Advanced) Use a combination of drawing, dictating, and writing to focus on one specific topic.
- CC.1.4.K.C (Advanced) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
- CC.1.4.K.D (Advanced) Make logical connections between drawing and dictation/writing.
- CC.1.4.K.E (Advanced) With prompting and support, illustrate using details and dictate/write using descriptive words.
- CC.1.4.K.F (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.
- CC.1.4.K.G (Advanced) Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- CC.1.4.K.H (Advanced) Form an opinion by choosing between two given topics.
- CC.1.4.K.I (Advanced) Support the opinion with reasons.
- CC.1.4.K.J (Advanced) Make logical connections between drawing and writing.
- CC.1.4.K.L (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.
- CC.1.4.K.M (Advanced) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- CC.1.4.K.N (Advanced) Establish "who" and "what" the narrative will be about.

CC.1.4.K.O (Advanced)	Describe experiences and events.
CC.1.4.K.P (Advanced)	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 (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.T (Advanced)	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 (Advanced)	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 (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X (Advanced)	Write routinely over short time frames.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 6 - February**

Timeline: 4 Weeks

### **Unit**

**Description:** In Unit 6, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will learn about digraphs. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting, characters, and problems in a story as well as recall sequence of events in a story. Kindergarteners will draw illustrations that correspond to sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

### **Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?
  3. How do active listeners make meaning?
  4. How do active listeners know what to believe in what they hear?
  5. Why do we learn new words?
  6. What is this text really about?

7. How does interaction with text provoke thinking and response?

8. How do speakers employ language and utilize resources to effectively communicate a message?

9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based

- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

## **Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

## **Unit Key**

**Terminology & Definitions:** Read left to right

**Definitions:**

Read top to bottom



Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

Digraph

Blend

## **Unit Notes:**

### **Themes**

- Groundhog Day
- 100th day
- President's Day
- Valentine's Day
- teeth

### **Phonics (encoding / decoding)**

- Week 20

- Digraphs th, wh
- HF words that, than, them, then, with, when, which, what
- Week 21
  - Digraph ck
  - HF words pick, back, say, may, play, day, away, always
- Week 22
  - Digraph oo
  - HF words too, to, do, into, undo, today, soon
- Week 23
  - -ing
  - HF words good, look, took
- Decode words using letters & word families from previous lists
- Vowel team syllable types

### **Phonemic Awareness (Heggerty daily lessons)**

- Rhyming
- Syllables
- Beginning sounds

- Middle sounds
- Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds
- Substituting / deleting beginning sound
- Produce rhyming words
- Identifying & manipulating words with digraphs & blends

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills
- Schema
- Responding to text
  - Making predictions
  - Visualizing

- Sequencing
- Answering questions about key details in a text
- Identify main topic
- Drawing a picture
- Writing words
- Retelling
- Compare & contrast
- Fact vs. opinion
- Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements
  - Setting, characters
  - Problem & solution
- Fiction vs. nonfiction

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First and last name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write one or more sentences to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
- Capital letter, spaces, punctuation

## **Themes**

- Weather / Space / Dinosaurs
- St. Patrick's Day
- Dr. Seuss

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

CC.1.2.K.A  
(Advanced)

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



(Advanced)	text.
CC.1.2.K.C (Advanced)	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
CC.1.2.K.E (Advanced)	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.F (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K (Advanced)	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 (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E (Advanced)	Recognize common types of text.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.

- CC.1.3.K.I  
(Advanced) 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  
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- CC.1.3.K.K  
(Advanced) Actively engage in group reading activities with purpose and understanding.
- CC.1.4.K.A  
(Advanced) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- CC.1.4.K.B  
(Advanced) Use a combination of drawing, dictating, and writing to focus on one specific topic.
- CC.1.4.K.C  
(Advanced) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
- CC.1.4.K.D  
(Advanced) Make logical connections between drawing and dictation/writing.
- CC.1.4.K.E  
(Advanced) With prompting and support, illustrate using details and dictate/write using descriptive words.
- CC.1.4.K.F  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and use end punctuation.
  - Spell simple words phonetically.
- CC.1.4.K.G  
(Advanced) Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- CC.1.4.K.H  
(Advanced) Form an opinion by choosing between two given topics.
- CC.1.4.K.I  
(Advanced) Support the opinion with reasons.
- CC.1.4.K.J  
(Advanced) Make logical connections between drawing and writing.
- CC.1.4.K.L  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize first word in sentence and the pronoun I.
  - Recognize and

	use end punctuation. • Spell simple words phonetically.
CC.1.4.K.M (Advanced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N (Advanced)	Establish “who” and “what” the narrative will be about.
CC.1.4.K.O (Advanced)	Describe experiences and events.
CC.1.4.K.P (Advanced)	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 (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	• Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
CC.1.4.K.T (Advanced)	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 (Advanced)	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 (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X (Advanced)	Write routinely over short time frames.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.

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

**Topic:**

**Topic:**

**Unit: Unit 7 - March**

Timeline: 4 Weeks

**Unit**

**Description:** In Unit 7, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will continue to work with digraphs and will begin learning about blends. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting, characters, and problems in a story as well as recall sequence of events in a story. Kindergarteners will draw illustrations that correspond to sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

**Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?
  3. How do active listeners make meaning?

4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?
9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

**Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator



Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

Digraph

Blend

**Unit Notes:**

**Themes**

- Weather / Space / Dinosaurs

- St. Patrick's Day
- Dr. Seuss

### **Phonics (encoding / decoding)**

- Week 24
  - L blends
  - HF words sent, of, from, black, help
- Week 25
  - S blends
  - HF words stop, just, must, best, fast, jump
- Week 26
  - R blends
  - HF words bring, sing, going, things, does
- Week 27
  - -ang
  - HF words come, some, done
- Decode words using letters & word families from previous lists

### **Phonemic Awareness (Heggerty daily lessons)**

- Rhyming
- Syllables
- Beginning sounds
- Middle sounds
- Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds
- Substituting / deleting beginning sound
- Produce rhyming words
- Identifying & manipulating words with digraphs & blends
- 

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence

- Listening skills
- Schema
- Responding to text
  - Making predictions
  - Visualizing
  - Sequencing
  - Answering questions about key details
  - Identify main topic
  - Drawing a picture
  - Writing words
  - Retelling
  - Compare & contrast
  - Fact vs. opinion
  - Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text

- Story elements
  - Setting, characters
  - Problem & solution
- Fiction vs. nonfiction
- 

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First and last name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write one or more sentences to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure

- Capital letter, spaces, punctuation

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

- CC.1.2.K.A  
(Advanced) With prompting and support, identify the main idea and retell key details of text.
- CC.1.2.K.B  
(Advanced) With prompting and support, answer questions about key details in a text.
- CC.1.2.K.C  
(Advanced) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- CC.1.2.K.E  
(Advanced) Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- CC.1.2.K.F  
(Advanced) With prompting and support, ask and answer questions about unknown words in a text.
- CC.1.2.K.G  
(Advanced) Answer questions to describe the relationship between illustrations and the text in which they appear.
- CC.1.2.K.H  
(Advanced) With prompting and support, identify the reasons an author gives to support points in a text.
- CC.1.2.K.I  
(Advanced) 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  
(Advanced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- CC.1.2.K.K  
(Advanced) 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  
(Advanced) Actively engage in group reading activities with purpose and understanding.
- CC.1.3.K.A  
(Advanced) With prompting and support, retell familiar stories including key details.
- CC.1.3.K.B  
(Advanced) Answer questions about key details in a text.
- CC.1.3.K.C  
(Advanced) With prompting and support, identify characters, settings, and major events in a story.
- CC.1.3.K.D  
(Advanced) Name the author and illustrator of a story and define the role of each in telling the story.
- CC.1.3.K.E  
(Advanced) Recognize common types of text.
- CC.1.3.K.F  
(Advanced) 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

(Advanced)	(read or read aloud).
CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.G (Advanced)	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H (Advanced)	Form an opinion by choosing between two given topics.
CC.1.4.K.I (Advanced)	Support the opinion with reasons.
CC.1.4.K.J (Advanced)	Make logical connections between drawing and writing.
CC.1.4.K.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and



spelling.

- Capitalize first word in sentence and the pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

CC.1.4.K.M  
(Advanced)

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

CC.1.4.K.N  
(Advanced)

Establish "who" and "what" the narrative will be about.

CC.1.4.K.O  
(Advanced)

Describe experiences and events.

CC.1.4.K.P  
(Advanced)

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  
(Advanced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and the pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

CC.1.4.K.T  
(Advanced)

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  
(Advanced)

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  
(Advanced)

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

CC.1.4.K.X  
(Advanced)

Write routinely over short time frames.

CC.1.5.K.A  
(Advanced)

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B  
(Advanced)

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  
(Advanced)

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

- (Advanced) enough to be understood by all audiences using appropriate volume.  
CC.1.5.K.E  
(Advanced) Speak audibly and express thoughts, feelings, and ideas clearly.  
CC.1.5.K.G  
(Advanced) Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 8 - April**

Timeline: 4 Weeks

### **Unit**

**Description:** In Unit 8, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will continue to work with digraphs and blends and will begin working with Silent -e spelling. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting, characters, and problems in a story as well as recall sequence of events in a story. Kindergarteners will draw illustrations that correspond to sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

### **Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?

3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?
9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

**Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

Capital letters

Lowercase letters

Real / nonsense words

Digraph

Blend

**Unit Notes:**

**Themes**

- Oviparous / Easter
- Earth Day

- Plants / Insects

### **Phonics (encoding / decoding)**

- Week 28
  - -ar, -or
  - HF words far, start, are, or, part, more
- Week 29
  - Silent / lazy e, a\_e, i\_e
  - HF words came, make, take, same, gave, ate
- Week 30
  - Silent / lazy e, o\_e, u\_e
  - HF words like, time, white, while, write, five, ride, these, those, use
- Week 31
  - Silent / lazy e review
  - HF words were, where, there, their
- Decode words using letters & word families from previous lists
- R controlled vowel syllable type
- CVCe syllable type



### **Phonemic Awareness (Heggerty daily lessons)**

- Identify Rhyming
- Identify Syllables
- Identifying Beginning, Middle & Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds
- Produce rhyming words
- Identifying & manipulating words with digraphs & blends
- Adding & deleting initial sounds in words with a blend
- Adding & deleting final sounds in words
- Substituting final & medial sounds

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills

- Schema
- Responding to text
  - Making predictions
  - Visualizing
  - Sequencing
  - Answering questions about key details
  - Identify main topic
  - Drawing a picture
  - Writing words
  - Retelling
  - Compare & contrast
  - Fact vs. opinion
  - Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements

- Setting, characters
- Problem & solution
- Fiction vs. nonfiction

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
- First and last name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write one or more sentence to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation
- Writing portfolio / prompt & rubric

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

CC.1.2.K.A

With prompting and support, identify the main idea and retell key

(Advanced)	details of text.
CC.1.2.K.B (Advanced)	With prompting and support, answer questions about key details in a text.
CC.1.2.K.C (Advanced)	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
CC.1.2.K.E (Advanced)	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.F (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K (Advanced)	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 (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E (Advanced)	Recognize common types of text.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).

CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.G (Advanced)	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H (Advanced)	Form an opinion by choosing between two given topics.
CC.1.4.K.I (Advanced)	Support the opinion with reasons.
CC.1.4.K.J (Advanced)	Make logical connections between drawing and writing.
CC.1.4.K.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.M (Advanced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N (Advanced)	Establish "who" and "what" the narrative will be about.
CC.1.4.K.O (Advanced)	Describe experiences and events.
CC.1.4.K.P (Advanced)	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 (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.T (Advanced)	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 (Advanced)	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 (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X (Advanced)	Write routinely over short time frames.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	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 (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.D (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

CC.1.5.K.E  
(Advanced)

Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G  
(Advanced)

Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 9 - May/June**

Timeline: 4 Weeks

### **Unit**

**Description:** In Unit 9, kindergarteners will continue to practice identifying letters, letter - sound correspondence, letter formation, encoding and decoding words using those letters, demonstrate phonemic awareness skills such as rhyming, syllables, blending, and segmenting. Kindergarteners will continue to work with digraphs and blends and will continue working with Silent -e spelling patterns and will learn about Tricky -y spelling patterns. Kindergarteners will continue to demonstrate an understanding of the parts of a book, concepts of print, respond to text, and identify setting, characters, and problems in a story as well as recall sequence of events in a story. Kindergarteners will draw illustrations that correspond to sentences they are writing. Kindergarteners will continue to practice being active listeners and taking turns in conversations.

### **Unit Essential**

- Questions:**
1. How do strategic readers create meaning from informational and literary text?
  2. What do good listeners do?



3. How do active listeners make meaning?
4. How do active listeners know what to believe in what they hear?
5. Why do we learn new words?
6. What is this text really about?
7. How does interaction with text provoke thinking and response?
8. How do speakers employ language and utilize resources to effectively communicate a message?
9. How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:**

Effective readers and listeners use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate their thoughts at a kindergarten level.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit Materials:**

iReady

Independent Decodables

- Science of Reading Whole Group Based Instruction
- Sight Words Science of Reading Based
- So What's The Deal with Decodable Texts? (K-1)

STAR / Accelerated Reader

Heggerty

Thematic Materials

Trade Books

TPT Supplemental Materials

Internet Resources

Secret Stories

Anthology Series

**Unit**

**Assignments:** Write first name using proper letter formation including capital and lowercase letters.

Complete illustration & write journal entries throughout the Unit.

Complete writing activities corresponding to thematic units.

## **Unit Key**

**Terminology &** Read left to right

**Definitions:**

Read top to bottom

Letters

Words

Sentences

Finger spaces

Punctuation Marks: period, question mark, exclamation point

Beginning sound

Ending sound

Consonant

Vowel

CVC words

Long vowel

Short vowel

Soft & hard C and G

Question

Answer

Characters

Setting

Events

Retelling

Fiction

Nonfiction

High Frequency Words

Heart Words

Voiced & unvoiced -th

Syllables

Rhyming

Segmenting

Blending

Compound words

Front & back cover of a book

Title

Author

Illustrator

Text

Spine

Illustrations

Prediction / predicting

Reasons

Pencil grip

Sky / plane / grass / worm writing lines

1st grade terminology for writing lines - top / mid line / baseline

Capital letters

Lowercase letters

Real / nonsense words

Digraph

Blend

**Unit Notes:**

**Themes**

- Insects

- Frogs / Farms / Ocean

### **Phonics (encoding / decoding)**

- Week 32
  - Tricky y
- Week 33
  - Tricky y
  - HF words pretty, funny, only, many, any, easy, very
- Week 34
  - Tricky y
- Week 35
  - Review
- Week 36
  - Review
- Decode words using letters & word families from previous lists
- Consonant +le syllable type

### **Phonemic Awareness (Heggerty daily lessons)**

- Identify Rhyming
- Identify Syllables
- Identifying Beginning, Middle & Ending sounds
- Segmenting 2 & 3 sounds
- Blending 3 sounds
- Produce rhyming words
- Identifying & manipulating words with digraphs & blends
- Adding & deleting initial sounds in words with a blend
- Adding & deleting final sounds in words
- Substituting final & medial sounds
- 

### **Whole Group Reading / Close Reading**

- Review parts of a book
  - front & back cover, title, author, illustrator, text, spine, illustrations
- Reading left to right
- Tracking words / 1:1 correspondence
- Listening skills

- Schema
- Responding to text
  - Making predictions
  - Visualizing
  - Sequencing
  - Answering questions about key details
  - Identify main topic
  - Drawing a picture
  - Writing words
  - Retelling
  - Compare & contrast
  - Fact vs. opinion
  - Inferring
- Text connections
  - Illustrations to text
  - Self to text
  - Text to text
- Story elements



- Setting, characters
- Problem & solution
- Fiction vs. nonfiction

## **Writing**

- Pencil grip, posture
- Letter formation of letters, sight words, and CVC words that have been introduced
  - Using sky, plane, grass, worm lines
  - introduce 1st grade terminology for writing lines top / mid line / base line
- First & last name writing
- Journal writing
  - Choosing a topic
  - Illustrate a picture
  - Use inventive spelling to write one or more sentences to match the picture
  - Using / spelling High Frequency Words correctly
- Review sentence structure
  - Capital letter, spaces, punctuation

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.K.A  
(Advanced)

Utilize book handling skills.

CC.1.1.K.B  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from 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 lowercase letters of the alphabet.

CC.1.1.K.C  
(Advanced)

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, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E  
(Advanced)

Read emergent-reader text with purpose and understanding.

CC.1.2.K.A

With prompting and support, identify the main idea and retell key

(Advanced)	details of text.
CC.1.2.K.B (Advanced)	With prompting and support, answer questions about key details in a text.
CC.1.2.K.C (Advanced)	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
CC.1.2.K.E (Advanced)	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.F (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
CC.1.2.K.G (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
CC.1.2.K.H (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K (Advanced)	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 (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Advanced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Advanced)	Answer questions about key details in a text.
CC.1.3.K.C (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.3.K.D (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
CC.1.3.K.E (Advanced)	Recognize common types of text.
CC.1.3.K.F (Advanced)	Ask and answer questions about unknown words in a text.
CC.1.3.K.G (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).

CC.1.3.K.H (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Advanced)	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 (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Advanced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Advanced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.G (Advanced)	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H (Advanced)	Form an opinion by choosing between two given topics.
CC.1.4.K.I (Advanced)	Support the opinion with reasons.
CC.1.4.K.J (Advanced)	Make logical connections between drawing and writing.
CC.1.4.K.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.M (Advanced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N (Advanced)	Establish "who" and "what" the narrative will be about.
CC.1.4.K.O (Advanced)	Describe experiences and events.
CC.1.4.K.P (Advanced)	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 (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
CC.1.4.K.T (Advanced)	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 (Advanced)	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 (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.K.X (Advanced)	Write routinely over short time frames.
CC.1.5.K.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Advanced)	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

This Curriculum Map Unit has no Topics to display