

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Social Studies	
Unit: Skills 1	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? 	<p>Understandings: Students will know that...</p> <ul style="list-style-type: none"> • Environmental noises and words in sentences make different sounds. • Speech is made up of words. • Position words describe a relative location. • Handwriting strokes are made by holding a writing utensil and moving it across paper.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Concepts of Print • Alphabetic Principle • Phonics and Word Recognition 	<p>Do/Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate awareness of environmental sounds and words in sentences • Draw a number of writing strokes that are prerequisites for writing letters • Demonstrate spatial and body awareness • Hold writing utensils using the tripod grip • Describe the meaning of position words
<p>Vocabulary:</p>	<p>Core Resources:</p> <ul style="list-style-type: none"> • CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 2	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? 	<p>Understandings: Students will know that...</p> <ul style="list-style-type: none"> • Words are made of sound parts (syllables, phonemes). • Phonemes (sounds) are blended to form words. • Position words describe a relative location. • Handwriting strokes are made by holding a writing utensil and moving it across paper.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Concepts of Print • Alphabetic Principle • Phonics and Word Recognition 	<p>Do/Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Orally blend syllables and two- and three phonemes to form words • Identify beginning sounds of words • Use position words: left, right, top, bottom • Track left to right, top to bottom • Draw a number of writing strokes that are prerequisites for writing letters • Hold writing utensils using the tripod grip
<p>Vocabulary:</p>	<p>Core Resources:</p> <ul style="list-style-type: none"> • Picture Reader • CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 3	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.	
PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. 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.	
Essential Questions: <ul style="list-style-type: none"> Why do we have/need rules of language? 	Understandings: Students will know that... <ul style="list-style-type: none"> Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8) Sounds in words are represented with symbols (sound pictures). Sounds pictures can be blended to read words. Sound pictures are used to spell words.
Knowledge: <ul style="list-style-type: none"> Concepts of Print Alphabetic Principle Phonics and Word Recognition 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/ Blend and read printed VC and CVC words Change sounds in simple words to create new words Read Tricky Words one, two, three Orally blend sounds to form words
Vocabulary:	Core Resources: <ul style="list-style-type: none"> Picture Reader CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 4	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.	
PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. 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.	
Essential Questions: <ul style="list-style-type: none"> Why do we have/need rules of language? 	Understandings: Students will know that... <ul style="list-style-type: none"> Students are introduced to the decodable Big Book, Pet Fun. Print concepts and fluency are reinforced using the Big Book. Sounds/symbols can be blended to read words. Symbols are used to spell words. Words make up phrases and sentences. Words are read from left to right. Words in a book tell a story.
Knowledge: <ul style="list-style-type: none"> Concepts of Print Alphabetic Principle Phonics and Word Recognition 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Orally blend and segment sounds in words Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/ Blend and read printed VC and CVC words Page 15 of 28 Change sounds in words to create new words Write dictated words Read Tricky Words a, the Read phrases in a decodable text
Vocabulary:	Core Resources: <ul style="list-style-type: none"> Picture Reader Big Book: <i>Pet Fun</i> CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 5	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.	
PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. 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.	
Essential Questions: <ul style="list-style-type: none"> Why do we have/need rules of language? 	Understandings: Students will know that... <ul style="list-style-type: none"> The decodable Big Book Ox and Man is used to reinforce print concepts, model fluency, and provides practice reading complete sentences. U2 Words are spelled with sound pictures (letters). U3 There are uppercase and lowercase sound pictures. U4 Words make up phrases and sentences. U5 Sentences begin with a capital letter (sound picture) and end with a period.
Knowledge: <ul style="list-style-type: none"> Concepts of Print Alphabetic Principle Phonics and Word Recognition 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Discriminate between vowel sounds in words Practice sound/letter correspondences Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k' Change sounds in words to create new words Read and write simple VC and CVC words Page 17 of 28 Read Tricky Words blue, yellow, look Read sentences in a decodable text Student Performance Assessment
Vocabulary:	Core Resources: <ul style="list-style-type: none"> Picture Reader Big Book: <i>Ox and Man</i> CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 6	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.	
PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. 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.	
Essential Questions: <ul style="list-style-type: none"> Why do we have/need rules of language? 	Understandings: Students will know that... <ul style="list-style-type: none"> Students use their own decodable reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts. Sound pictures are called letters, and each one has a name. Letters make up the alphabet and are arranged in alphabetical order. Sentences begin with a capital letter (sound picture) and end with a period.
Knowledge: <ul style="list-style-type: none"> Concepts of Print Alphabetic Principle Phonics and Word Recognition 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Orally blend sounds to form words. Identify sound pictures by their letter names. Identify and create rhyming words Blend and read words with consonant clusters of up to five sounds. Page 19 of 28 Read words with Tricky Spelling ‘s’ pronounced /z/ and Tricky Words I, are, and little Read stories in the decodable Reader Demonstrate comprehension by answering story questions
Vocabulary:	Core Resources: <ul style="list-style-type: none"> Picture Reader Reader: <i>Kit</i> Big Book: <i>Kit</i> CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 7	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. 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.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we have/need rules of language? 	<p>Understandings: Students will know that...</p> <ul style="list-style-type: none"> Seth is a series of chapters about a young boy his family, and friends. Digraphs are two letters that make a single sound. Consonant clusters are blended so two individual sounds are heard. Students use the decodable Reader Seth to practice fluency and print concepts.
<p>Knowledge:</p> <ul style="list-style-type: none"> Concepts of Print Alphabetic Principle Phonics and Word Recognition 	<p>Do/Skills: Students will be able to...</p> <ul style="list-style-type: none"> Orally segment words with consonant clusters Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/ Read and spell words with consonant clusters Read Tricky Words down, out, of Read stories in the decodable Reader Page 21 of 28 Demonstrate comprehension by answering story questions
<p>Vocabulary:</p>	<p>Core Resources:</p> <ul style="list-style-type: none"> Picture Reader Reader: <i>Seth</i> Big Book: <i>Seth</i> CKLA student workbook
<p>Common Assessment(s): CKLA Domain Assessments</p>	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> Sound Cards and Posters Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 8	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit’s student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. 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: Read emergent-reader text with purpose and understanding.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? 	<p>Understandings: Students will know that...</p> <ul style="list-style-type: none"> • The decodable Reader, Sam is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside. • Double-letter spellings most frequently follow a short vowel sound. • Sentences have different ending marks, depending on the type of sentence. • Apostrophes show possession or are used in contractions.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Concepts of Print • Alphabetic Principle • Phonics and Word Recognition 	<p>Do/Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Review vowel sounds, digraphs, and other sounds and spellings • Read and spell words with double-letter spellings • Read Tricky Words funny, all, was, from • Read stories in the decodable Reader
<p>Vocabulary:</p>	<p>Core Resources:</p> <ul style="list-style-type: none"> • Picture Reader • Reader: <i>Sam</i> • Big Book: <i>Sam</i> • CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 9	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation and sentence reading</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. 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: Read emergent-reader text with purpose and understanding. CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.3.K.B: Key Ideas and Details - Text Analysis Answer questions about key details in a text. CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud). CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. CC.1.4.K.D: Make logical connections between drawing and dictation/writing. CC.1.5.K.E: Presentation of Knowledge and Ideas - Context Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. CC.1.4.K.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically. CC.1.4.K.X: Write routinely over short time frames.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? 	<p>Understandings:</p> <p>Students will know that...</p> <ul style="list-style-type: none"> • The chapters in the decodable Reader focus on a brother and sister and their adventures. • Letter names and the sounds they make • Uppercase letter formation • Sentences have different ending marks, depending on the type of sentence. • Answering questions about the story through discussions and in writing

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Concepts of Print ● Alphabetic Principle ● Phonics and Word Recognition 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Orally blend two-syllable words ● Read and spell words with previously taught sound/letter correspondences ● Read new and previously learned Tricky Words ● Write uppercase letters ● Write dictated phrases Identify correct end mark punctuation in complete sentences ● Read stories in the decodable Reader ● Answering story questions by drawing/writing
<p><u>Vocabulary:</u></p>	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● Picture Reader ● Reader: <i>Zack and Ann</i> ● Big Book: <i>Zack and Ann</i> ● CKLA student workbook
<p><u>Common Assessment(s):</u></p> <p>CKLA Domain Assessments</p>	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Sound Cards and Posters ● Letter Cards

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Skills 10	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.</p>	
<p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. 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: Read emergent-reader text with purpose and understanding. CC.1.4.K.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize the first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically. CC.1.4.K.X: Write routinely over short time frames.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? 	<p>Understandings: Students will know that...</p> <ul style="list-style-type: none"> • The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds. • Vowels make long and short sounds. • Separated digraphs use the Magic ‘e’ to form words with long vowel sounds. • Sound spellings are used to read and spell words in phrases and sentences.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Concepts of Print • Alphabetic Principle • Phonics and Word Recognition 	<p>Do/Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Orally segment two-syllable words • Read new and previously learned Tricky Words • Divide syllables in words • Read and spell words with long vowels and separated digraphs (cvce) • Recognize apostrophes that show possession or used in contractions Use punctuation marks while reading connected text • Answer story questions during discussions and in writing

Vocabulary:

Core Resources:

- Picture Reader
- Reader: *Scott*
- CKLA student workbook

Common Assessment(s):

CKLA Domain Assessments

Supplemental Resources:

- Sound Cards and Posters
- Letter Cards