Grade Level: Kindergarten | **Course Title: Language Arts** | **Topic/Concept: Going Places**

Time Allotment: 6-7 weeks | **Unit Sequence: 1**

Major Concepts to be learned:

- Phonemic Awareness
- High-Frequency Words
- Writing
- Decodable Reading
- Comprehension
- Phonics

Expected Skills to be demonstrated:

- Initial and final sounds, recognize alliteration, blend and segment onset and rime
- Recognize the words I, am, the, like, to, a, have, is, he, my, we, make, for, me, with
- Write names, labels, and signs and draw pictures to match
- Read pre-decodable books 1-5.
- Identify and describe characters, use text evidence, describe plot, ask and answer questions, find main idea, use text evidence, describe setting, create new understandings, discuss authors purpose, make connections
- Introduce letters/sounds: Mm, Ss, Aa, Rr, Tt, Cc, Pp, Ii, Nn, Bb, Rr

PA Standards/Anchors:

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RF.K.1, RF.K.1.a, RF.K.1.b, RF.K.1.c, RF.K.1.d, RF.K.2.c, RF.K.2.d, RF.K.3, RF.K.3.c, RF.K.3.d, RF.K.4, W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.5, SL.K.6, L.K.1.a, L.K.1.b, L.K.1.c, L.K.2.c, L.K.2.d, L.K.4, L.K.4.a, L.K.5, L.K.5.a, L.K.5.b, L.K.5.c, L.K.6

Eligible Content

Instructional Strategies:

- Cooperative learning
- Small group
- Manipulatives
- Worksheets
- Kinesthetic activities
- Modeling of appropriate language/vocabulary

Assessments:

- Informal (observational) Assessment
- Chapter Test
- Unit share sheet
- Theme Test

Grade Level: Kindergarten **Course Title: Language Arts** **Topic/Concept: Living Together**

Time Allotment: 6-7 weeks **Unit Sequence: 2**

Major Concepts to be learned:

- Phonemic Awareness
- High-Frequency Words
- Writing
- Decodable Reading
- Comprehension
- Phonics

Expected Skills to be demonstrated:

- Initial and final sounds, segmenting and blending, alliteration, identifying words and sounds, sound parts, rhyming words, middle sounds
- Recognize the words: are, that, of, they, do, you, one, two, three, four, five, here, go, from, yellow
- Make and use words to read and draw or write informational text.
- Read Decodable books 6-10.
- Generate and answer questions, and identify story structure.
- Introduce letters/sounds: Dd, Kk, Oo, Ff, Hh, Ll, Gg, Ee, Yy

PA Standards/Anchors:

RL.K.2, RL.K.3, RL.K.6, RL.K.10, RI.K.1, RI.K.2, RI.K.5, RI.K.6, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.2.c, RF.K.2.d, RF.K.3.a, RF.K.3.c, RF.K.3.d, RF.K.4, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.5, L.K.1, L.K.1.a, L.K.1.b, L.K.2, L.K.2.a, L.K.2.c, L.K.4.b, L.K.5, L.K.5.b, L.K.5.c, L.K.6

Eligible Content:

Instructional Strategies:

- Cooperative learning
- Small group
- Manipulatives
- Worksheets
- Kinesthetic activities
- Modeling of appropriate language/vocabulary

Assessments:

- Informal (observational) Assessment
- Chapter Test
- Unit share sheet
- Theme Test

Grade Level: Kindergarten | **Course Title: Language Arts** | **Topic/Concept: Tell Me a Story**

Time Allotment: 6-7 weeks | **Unit Sequence: 3**

Major Concepts to be learned:

- Phonemic Awareness
- High-Frequency Words
- Writing
- Decodable Reading
- Comprehension
- Phonics

Expected Skills to be demonstrated:

- Recognize and produce rhyming words, blend onsets and rimes.
- Recognize the words: said, was, where, come, play, any, down, her, how, away, give, little, funny, were, some
- Write sentences.
- Read pre-decodable books 7-9.
- Generate and answer questions, and identify story structure.
- Introduce letters/sounds: Dd and Word Building: -am, -at, -an, -ap

PA Standards/Anchors:

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.9, RL.K.10, RF.K.1, RF.K.1.a, RF.K.1.d, RF.K.2, RF.K.2.b, RF.K.3, RF.K.3.b, RF.K.4, W.K.1, W.K.3, W.K.6, SL.K.1, SL.K.1.a, SL.K.1.b, SL.K.5, L.K.1, L.K.1.a, L.K.1.e, L.K.2.b, L.K.2.d, L.K.4, L.K.4.a, L.K.4.b, L.K.5, L.K.5.b, L.K.5.d, L.K.6

Eligible Content:

Instructional Strategies:

- Cooperative learning
- Small group
- Manipulatives
- Worksheets
- Kinesthetic activities
- Modeling of appropriate language/vocabulary

Assessments:

- Informal (observational) Assessment
- Chapter Test
- Unit share sheet
- Theme Test

Grade Level: Kindergarten | **Course Title: Language Arts** | **Topic/Concept: Then and Now**

Time Allotment: 6 Weeks | **Unit Sequence: 4**

Major Concepts to be learned:

- Phonemic Awareness
- High-Frequency Words
- Writing
- Decodable Reading
- Comprehension
- Phonics

Expected Skills to be demonstrated:

- Describe connections and find important details in narrative nonfiction text.
- Recognize the high frequency words: find, over, again, all, now, pretty, black, brown, white, good, open, could, want, every, please, may, this, and round.
- Generate writing ideas, plan personal narratives, use setting when writing, use appropriate punctuation while writing, and edit writing independently.
- Read decodable books 18 - 23
- Write and read words using the following phonics skills: long o, short o, long u, short u, long e, short e, p, y, short I, d, f, v, h, and x.
- Introduce letters/sounds: Mm, Ss, Rr, Tt

PA Standards/Anchors:

RF.K.2.d, RF.K.2.b, RF.K.2.a
RI.K.2
RF.K.3.b, RF.K.3.a
RL.K.3
CC.1.3.K.C
CC.1.3.K.E
CC.1.4.K.B
W.K.3

Eligible Content

Instructional Strategies:

- Cooperative learning
- Small group
- Manipulatives
- Worksheets
- Kinesthetic activities
- Modeling of appropriate language/vocabulary

Assessments:

- Informal (observational) Assessment
- Weekly Formative Assessment
- Share Sheet Unit 4

Grade Level: Kindergarten | **Course Title: Language Arts** | **Topic/Concept: Outside My Door**

Time Allotment: 6 Weeks | **Unit Sequence: 5**

Major Concepts to be learned:

- Phonemic Awareness
- High-Frequency Words
- Writing
- Decodable Reading
- Comprehension
- Phonics

Expected Skills to be demonstrated:

- Use a capital letter, punctuation marks, and expand plus complete sentences.
- Recognize the words: be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, and under.
- Write answers to questions, write questions, and generate writing ideas independently.
- Read pre-decodable books 24 - 30
- Write and read words using the following review phonics skills: c, t, short/long o, b, j, beginning and ending blends, g, q, k, s, w, m, l, n, r, and z.

PA Standards/Anchors:

CC.1.1.K.D
CC.1.1.K.E
CC.1.2.K.B
CC.1.3.K.A
CC.1.3.K.J
CC.1.4.K.F
CC.1.4.K.M

Eligible Content

Instructional Strategies:

- Cooperative learning
- Small group
- Manipulatives
- Worksheets
- Kinesthetic activities
- Modeling of appropriate language/vocabulary

Assessments:

- Informal (observational) Assessment
- Weekly Formative Assessment
- Share Sheet Unit 5