Southern York County School District Instructional Plan

Course/Subject: English Language Arts		
	Kindergarten	
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Textbook(s)/Instructional Materials Used:	ey Work; Grade K; Gay Su Pinnell and Irene C.	
Fountas; ISBN 0-325-00560-5		
Phonics Lessons Teaching Resources; Grade		
Selections from guided reading resource colle		
Dates: August/September	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions	
Stage 1 – De	sired Results	
 PA Core Standards: CC.1.1.K.A Utilize book handling skills CC1.1.K.B Demonstrate understanding of the organization and basic features of print CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words 		
Understanding(s): Students will understand	Essential Question(s):	
 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition Fluency 	 How can the knowledge of language help us to communicate and understand? 	
Learning Objectives: Students will know and be able to …		
 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 Recognize and name all upper and lower case letters in the alphabet Recognize rhyming words (introduce) Count syllables (Introduce) Isolate and pronounce the initial sound (phonemes) in CVC words (Introduce) 		
 Demonstrate basic knowledge of letter-so 		
Dates: August/September	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
Stage 1 – Desired Results		

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): **Essential Question(s):** Students will understand . . . How do we think while reading in order 1. Key Ideas and Details to understand and respond? 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading Learning Objectives: Students will know and be able to ... Identify the main idea and retell key details of text with prompting and support. Answer questions about key details in the text with prompting and support. Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support. Use contextual clues to establish meaning of unfamiliar vocabulary. Ask and answer questions about unknown words in a text with prompting and support. . Recognize that pictures in text convey meaning. Answer questions to describe the relationship between pictures and the text. . Identify basic similarities and differences between two texts (read or read aloud) on the same topic. Respond to text using prior knowledge gained from conversations and reading. . Use new vocabulary in oral language. Actively engage in group reading activities with purpose and understanding. Unit Plan 3: Reading Literature **Dates:** August/September Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition,

evidence.

Stage 1 - Desired Results

making connections among ideas and between texts with focus on textual

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

	Understanding(s): Students will understand	Essential Question(s):
	 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?
Learning Objectives: Students will know and be able to …		

- Retell main events in sequential or connective manner through oral language representation.
- Respond orally to text with relevant questions and comments.
- Answer questions about key details in the text.
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Recognize that pictures in text convey meaning.
- Distinguish between real and make believe in text.
- Use new vocabulary in oral language

Dates: August/September	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content
	and appropriate content.

Stage 1 – Desired Results

PA Core Standards:

- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.X Write routinely over short time frames

Understanding(s): **Essential Question(s):** Students will understand . . . What role does writing play in our lives? 1. Informative/Explanatory How do we develop into effective 2. Opinion writers? 3. Narrative To what extent does the writing process 4. Response to Literature contribute to the quality of writing? 5. Production and Distribution of Writing 6. Technology and Publication 7. Conducting Research

 8. Credibility, Reliability, and Validity of Sources 9. Range of Writing Learning Objectives: Students will know and be able to Express and translate ideas in graphic for Identify and write about one specific topic Write routinely over short time frames Orally combine words to form a complete Dates: August/September 	(focus)
Stage 1 – De	sired Results
 PA Core Standards: CC.1.5.K.A Participate in collaborative conversation with peers and adults in small and larger groups CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly CC.1.5.K.G Demonstrate command of the conventions of standard English when 	
 speaking based on kindergarten level and Understanding(s): Students will understand 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	 Essential Question(s): How does productive oral communication rely on speaking and listening?
 Learning Objectives: Students will know and be able to Display appropriate turn-taking behavior. Interact effectively in discussions by focusing on the topic and sharing experiences. Speak in a voice that is loud enough for the audience to hear. Chorally recite poems, songs, and finger plays. Listen attentively and follow directions to perform a simple task. Listen politely to the ideas of others by facing and keeping eyes on the speaker. Make connections and form a personal response to the speaker's message. Orally combine words to form a complete thought. 	
Dates: October	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions

PA Core Standards:

- CC.1.1.K.A Utilize book handling skills
- CC1.1.K.B Demonstrate understanding of the organization and basic features of print
- CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition Fluency 	 How can the knowledge of language help us to communicate and understand?

Learning Objectives:

- 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 in the alphabet
- Recognize rhyming words (introduce).
- Count syllables (Introduce).
- Isolate and pronounce the initial sound (phonemes) in CVC words (Introduce).
- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Read grade level high-frequency sight words with automaticity.
- Read emergent-reader text with purpose and understanding.

Dates: October	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Stage 1 – Desired Results	

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):How do we think while reading in order
 Key Ideas and Details Craft and Structure 	to understand and respond?
3. Integration of Knowledge and Ideas	
4. Vocabulary Acquisition and Use	

5. Range of Reading

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answers questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Dates: October	Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
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Stage 1 – Desired Results

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

Understanding(s): Students will understand	Essential Question(s):	
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond? 	
Learning Objectives: Students will know and be able to …		
 Retell main events in sequential or connective manner through oral language representation. Respond orally to text with relevant questions and comments. Answer questions about key details in the text. Use contextual clues to establish meaning of unfamiliar vocabulary. Recognize that pictures in text convey meaning. Distinguish between real and make believe in text. Recognize different types of genres (nonfiction, fiction, and poetry) Use new vocabulary in oral language 		
Dates: October	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	

PA Core Standards:

- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question
- CC.1.4.K.X Write routinely over short time frames

 Informative/Explanatory Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources Range of Writing 	Understanding(s): Students will understand	Essential Question(s):
	 Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources 	How do we develop into effective writers?To what extent does the writing process

Learning Objectives:

- Express and translate ideas in graphic forms (ex. Pictures, illustrations)
- Identify and write about one specific topic (focus)
- Orally participate in shared writing experiences
- Capitalize the first word in a sentence and the pronoun I (introduce)
- Recognize and use end punctuation (introduce)
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing using an I like statement
- Match their illustrations to their writing
- Write routinely over short time frames
- Orally combine words to form a complete thought
- Recall information from experiences or gather information from provided sources (introduce)

Dates: October	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in
	group discussions.

PA Core Standards:

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

Understanding(s): Students will understand	Essential Question(s):
 Comprehension and Collaboration Presentation of Knowledge and Ideas Integration of Knowledge and Ideas Conventions of Standard English 	 How does productive oral communication rely on speaking and listening?
Learning Objectives:	

Students will know and be able to ...

- Display appropriate turn-taking behavior.
- Interact effectively in discussions by focusing on the topic and sharing experiences.
- Speak in a voice that is loud enough for the audience to hear.
- Chorally recite poems, songs, and finger plays.
- Listen attentively and follow directions to perform a simple task.
- Listen politely to the ideas of others by facing and keeping eyes on the speaker.
- Make connections and form a personal response to the speaker's message.
- Orally combine words to form a complete thought.

Dates: November	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and
	Other Basic Conventions

Stage 1 – Desired Results

PA Core Standards:

- CC.1.1.K.A Utilize book handling skills
- CC1.1.K.B Demonstrate understanding of the organization and basic features of print
- CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding

Understandi Students wi	ing(s): Il understand	Es	sential Question(s):
	ncepts gical Awareness and Word Recognition		How can the knowledge of language help us to communicate and understand?

Learning Objectives:

Students will know and be able to ...

- 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 in the alphabet that have been introduced
- Recognize rhyming words
- Count syllables
- Isolate and pronounce the initial sound (phonemes) in CVC words of letters that have been introduced
- Demonstrate basic knowledge of one-to-one letter-sound correspondence
- Read grade level high-frequency sight words with automaticity.
- Read emergent-reader text with purpose and understanding.

Dates: November	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Stage 1 – Desired Results

PA Core Standards:

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answer questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.	Dates: November	Unit Plan 3: Reading Literature
		literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual

Stage 1 – Desired Results

PA Core Standards:

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

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?

Learning Objectives:

- Retell main events in sequential or connective manner through oral language representation.
- Respond orally to text with relevant questions and comments.
- Answer questions about key details in the text.
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Recognize that pictures in text convey meaning.
- Distinguish between real and make believe in text.

- Recognize different types of genres (nonfiction, fiction, and poetry).

 Use new vocabulary in oral language. 		
Dates: November	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Stage 1 – Desired Results		
 PA Core Standards: CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic C.C.1.4.K.D Make logical connections between drawing and dictation/writing CC.1.4.K.E With prompting and support, illustrate using details and dictate/write usin descriptive words C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.4.K.J Make logical connections between drawing and writing to compose opinior pieces on familiar topics CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narrativ that describe real or imagined experiences or events CC.1.4.K.N Establish « who » and « what » the narrative will be about CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question CC.1.4.K.X Write routinely over short time frames 		
 Understanding(s): Students will understand 1. Informative/Explanatory 2. Opinion 3. Narrative 4. Response to Literature 5. Production and Distribution of Writing 6. Technology and Publication 7. Conducting Research 8. Credibility, Reliability, and Validity of Sources 9. Range of Writing 	 Essential Question(s): What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing? 	
 Learning Objectives: Students will know and be able to Express and translate ideas in graphic forms (ex. pictures, illustrations) Identify and write about one specific topic (focus) Orally participate in shared writing experiences Capitalize the first word in a sentence and the pronoun I Recognize and use end punctuation Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing using an I like statement Match their illustrations to their writing Write using illustrations and descriptive words (style) 		

- Write routinely over short time frames Orally combine words to form a complete thought Recall information from experiences or gather information from provided sources (introduce)

(introduce)			
Dates: November	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.		
Stage 1 – De	sired Results		
 PA Core Standards: CC.1.5.K.A Participate in collaborative conversation with peers and adults in small and larger groups CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content 			
Understanding(s): Students will understand	Essential Question(s):		
 Comprehension and Collaboration Presentation of Knowledge and Ideas Integration of Knowledge and Ideas Conventions of Standard English 	 How does productive oral communication rely on speaking and listening? 		
 Learning Objectives: Students will know and be able to Display appropriate turn-taking behavior. Interact effectively in discussions by focusing on the topic and sharing experiences. Speak in a voice that is loud enough for the audience to hear. Chorally recite poems, songs, and finger plays. Listen attentively and follow directions to perform a simple task. Listen politely to the ideas of others by facing and keeping eyes on the speaker. Make connections and form a personal response to the speaker's message. Orally combine words to form a complete thought. 			
Dates: December	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions		
Stage 1 – Desired Results			
 PA Core Standards: CC.1.1.K.A Utilize book handling skills CC1.1.K.B Demonstrate understanding of the organization and basic features of print CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding 			

- appiy grad words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding .

Understanding(s): Students will understand	Essential Question(s):
 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition Fluency 	 How can the knowledge of language help us to communicate and understand?
Learning Objectives: Students will know and be able to	
 Follow words left to right, top to bottom, a Recognize that spoken words are represented sequences of letters. 	ented in written language by specific
 Understand that words are separated by Recognize and name all upper and lower Recognize rhyming words. 	case letters in the alphabet (mastery)
 Produce rhyming words in connection to Count, pronounce, blend, and segment s 	
 Blend and segment onsets and rimes of single-syllable spoken words (introduce). Isolate and pronounce the initial sound (phonemes) in CVC words. Demonstrate basic knowledge of one-to-one letter-sound correspondence. Read grade level high-frequency sight words with automaticity. Read emergent-reader text with purpose and understanding. 	
Dates: December	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual
	evidence.
Stage 1 – De	evidence. sired Results
PA Core Standards:	sired Results
 PA Core Standards: CC.1.2.K.A With prompting and support, i text 	sired Results dentify the main idea and retell key details of
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 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, a events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) 	sired Results dentify the main idea and retell key details of inswer questions about key details in a text make a connection between two individuals, text uthor) and parts of a text (beginning, end,
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, n events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text 	sired Results dentify the main idea and retell key details of inswer questions about key details in a text nake a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, n events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text CC.1.2.K.G Answer questions to describe text in which they appear 	dentify the main idea and retell key details of nswer questions about key details in a text nake a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown the relationship between illustrations and the
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, n events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text CC.1.2.K.G Answer questions to describe text in which they appear CC.1.2.K.I With prompting and support, id between two texts (read or read aloud) on 	dentify the main idea and retell key details of inswer questions about key details in a text make a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown the relationship between illustrations and the entify basic similiarites and differences
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, n events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text CC.1.2.K.G Answer questions to describe text in which they appear CC.1.2.K.I With prompting and support, id between two texts (read or read aloud) on CC.1.2.K.J Use words and phrases acquire read to, and responding to texts 	dentify the main idea and retell key details of inswer questions about key details in a text make a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown the relationship between illustrations and the entify basic similiarites and differences the same topic
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, n events, ideas, or pieces of information in a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text CC.1.2.K.G Answer questions to describe text in which they appear CC.1.2.K.I With prompting and support, id between two texts (read or read aloud) on CC.1.2.K.J Use words and phrases acquire read to, and responding to texts 	dentify the main idea and retell key details of inswer questions about key details in a text make a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown the relationship between illustrations and the entify basic similiarites and differences the same topic ed through conversations, reading, and being
 PA Core Standards: CC.1.2.K.A With prompting and support, i text CC.1.2.K.B With prompting and support, a CC.1.2.K.C With prompting and support, a CC.1.2.K.E Identify parts of a book (title, a details) CC1.2.K.F With prompting and support, as words in a text CC.1.2.K.G Answer questions to describe text in which they appear CC.1.2.K.I With prompting and support, ide between two texts (read or read aloud) on CC.1.2.K.J Use words and phrases acquire read to, and responding to texts CC.1.2.K.L Actively engage in group readi 	dentify the main idea and retell key details of inswer questions about key details in a text nake a connection between two individuals, text uthor) and parts of a text (beginning, end, k and answer questions about unknown the relationship between illustrations and the entify basic similiarites and differences the same topic ed through conversations, reading, and being ing activities with purpose and understanding

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answer questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Dates: December	Unit Plan 3: Reading Literature
	Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

Stage 1 – Desired Results

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

nderstanding(s): Judents will understand	Essential Question(s):	
Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading	 How do we think while reading in order to understand and respond? 	
Learning Objectives: Students will know and be able to		
 Retell main events in sequential or connective manner through oral language representation. 		
Range of Reading earning Objectives: udents will know and be able to Retell main events in sequential or connect	0 0	

- Respond orally to text with relevant questions and comments.
- Answer questions about key details in the text.
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Recognize that pictures in text convey meaning.

- Distinguish between real and make believe in text. Recognize different types of genres (nonfiction, fiction, and poetry) Use new vocabulary in oral language •

 Use new vocabulary in oral language. 			
Dates: December	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.		
Stage 1 – Desired Results			
PA Core Standards:			
informative/explanatory texts	CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts		
 C.C.1.4.K.B Use a combination of drawing specific topic 			
information that relates to the chosen top	C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic		
 CC.1.4.K.E With prompting and support, il descriptive words 	CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using		
standard English grammar, usage, capital	standard English grammar, usage, capitalization, punctuation, and spelling.		
pieces on familiar topics	pieces on familiar topics		
	dictating, and writing to compose narratives		
	that describe real or imagined experiences or events CC.1.4.K.N Establish « who » and « what » the narrative will be about		
CC.1.4.K.O Describe experiences and even	nts		
 CC.1.4.K.W With guidance and support, re information from provided sources to ans 	call information from experiences or gather		
 CC.1.4.K.X Write routinely over short time 	-		
Understanding(s): Students will understand	Essential Question(s):		
 Informative/Explanatory Opinion 	What role does writing play in our lives?How do we develop into effective		
3. Narrative	writers?		
 Response to Literature Production and Distribution of Writing 	 To what extent does the writing process contribute to the quality of writing? 		
6. Technology and Publication			
7. Conducting Research			
8. Credibility, Reliability, and Validity of Sources			
9. Range of Writing			
Learning Objectives:			
	tudents will know and be able to		
	Express and translate ideas in graphic forms (ex. Pictures, illustrations). Identify and write about one specific topic (focus).		
 Orally participate in shared writing experi 	Orally participate in shared writing experiences.		
 Capitalize the first word in a sentence an Recognize and use end punctuation. 	Capitalize the met word in a contenee and the preneum.		
 Recognize and use end punctuation. Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing using an I like statement. 			

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- •
- •
- Match their illustrations to their writing. Write using illustrations and descriptive words (Style). Write routinely over short time frames. Orally combine words to form a complete thought. Recall information from experiences or gather information from provided sources. .

Recall information from experiences or ga Dates: December	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Stage 1 – De	esired Results
 larger groups CC.1.5.K.B Ask and answer questions about information presented orally or through of CC.1.5.K.C Ask and answer questions in consomething that is not understood 	ther media order to seek help, get information, or clarify nces and interests speaking clearly enough to propriate volume oughts, feelings and ideas clearly conventions of standard English when
 Understanding(s): Students will understand 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	 Essential Question(s): How does productive oral communication rely on speaking and listening?
 Learning Objectives: Students will know and be able to Display appropriate turn-taking behavior. Interact effectively in discussions by focu Speak in a voice that is loud enough for t Chorally recite poems, songs, and finger Listen attentively and follow directions to Listen politely to the ideas of others by fa Make connections and form a personal re Orally combine words to form a complete 	sing on the topic and sharing experiences. he audience to hear. plays. perform a simple task. cing and keeping eyes on the speaker. esponse to the speaker's message.
Dates: January	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions

PA Core Standards:

- CC.1.1.K.A Utilize book handling skills
- CC1.1.K.B Demonstrate understanding of the organization and basic features of print
- CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition 	 How can the knowledge of language help us to communicate and understand?

5. Fluency

Learning Objectives:

- 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 rhyming words.
- Produce rhyming words (introduce).
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes in the three-phoneme (CVC) words (introduce).
- Blend and segment onsets and rimes of single-syllable spoken words (introduce).
- Isolate and pronounce the initial sound (phonemes) in CVC words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Read grade level high-frequency sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ (introduce).
- Read emergent-reader text with purpose and understanding.

Dates: January	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Stage 1 – Des	sired Results

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):How do we think while reading in order
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	to understand and respond?
Learning Objectives: Students will know and be able to …	
 with prompting and support. Identify parts of a book (title, author) and parts Use contextual clues to establish meaning of Ask and answer questions about unknown wo Recognize that pictures in text convey meaning Answers questions to describe the relationship 	t with prompting and support. events, ideas, or pieces of information in a text s of a text (beginning, end, details). unfamiliar vocabulary. ords in a text with prompting and support. ng. p between pictures and the text. veen two texts (read or read aloud) on the same
Dates: January	Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
Stage 1 – De	sired Results

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

 Understanding(s): Students will understand 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	 Essential Question(s): How do we think while reading in order to understand and respond?
Learning Objectives: Students will know and be able to	
 Retell main events in sequential or conne representation. Respond orally to text with relevant quest 	
 Answer questions about key details in the Use contextual clues to establish meaning 	g of unfamiliar vocabulary.
 Recognize that pictures in text convey me Distinguish between real and make believ Recognize different types of genres (nonf 	ve in text.
Use new vocabulary in oral language.	Unit Plan 4: Writing
Dates: January	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards:

- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.H Form an opinion by choosing between two given topics
- CC.1.4.K.I Support the opinion with reasons
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question
- CC.1.4.K.X Write routinely over short time frames

Understanding(s): Students will understand	Essential Question(s):
 Informative/Explanatory Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources Range of Writing 	 What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing?

Learning Objectives:

- Express and translate ideas in graphic forms (ex. Pictures, illustrations) (Mastery).
- Identify and write about one specific topic (focus).
- Orally participate in shared writing experiences.
- Capitalize the first word in a sentence and the pronoun I.
- Spell simple words phonetically.
- Recognize and use end punctuation.
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing.
- Give reasons to support an opinion.
- Match their illustrations to their writing.
- Write using illustrations and descriptive words (Style).
- Write routinely over short time frames.
- Orally combine words to form a complete thought.
- Recall information from experiences or gather information from provided sources.

Dates: January	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Stage 1 – De	esired Results
 larger groups CC.1.5.K.B Ask and answer questions about information presented orally or through o CC.1.5.K.C Ask and answer questions in a something that is not understood 	ther media order to seek help, get information, or clarify nces and interests speaking clearly enough to propriate volume oughts, feelings and ideas clearly conventions of standard English when
 Understanding(s): Students will understand 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	 Essential Question(s): How does productive oral communication rely on speaking and listening?
 Learning Objectives: Students will know and be able to Display appropriate turn-taking behavior. Interact effectively in discussions by focu Speak in a voice that is loud enough for the Chorally recite poems, songs, and finger Listen attentively and follow directions to Listen politely to the ideas of others by fat Make connections and form a personal reference Orally combine words to form a complete 	sing on the topic and sharing experiences. he audience to hear. plays. perform a simple task. icing and keeping eyes on the speaker. esponse to the speaker's message.
Dates: February	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions
Stage <u>1 – De</u>	esired Results
 CC1.1.K.C Demonstrate understanding of (phonemes) 	nonics and word analysis skills in decoding
Understanding(s): Students will understand	Essential Question(s):

- 3. Phonological Awareness
- 4. Phonics and Word Recognition
- 5. Fluency

Learning Objectives:

Students will know and be able to ...

- Follow words left to right, top to bottom, and page by page.
- Identify parts of a book (e.g. cover, title, author illustrator, title 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 rhyming words.
- Produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words (introduce).
- Blend and segment onsets and rimes of single-syllable spoken words (introduce).
- Isolate and pronounce the initial sound (phonemes) in CVC 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.
- Read emergent-reader text with purpose and understanding.

Dates: February	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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Stage 1 – Desired Results

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure 	 How do we think while reading in order to understand and respond?

- 3. Integration of Knowledge and Ideas
- 4. Vocabulary Acquisition and Use
- 5. Range of Reading

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answer questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Dates: February	Unit Plan 3: Reading Literature
	Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

Stage 1 – Desired Results

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

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?
Learning Objectives: Students will know and be able to …	

- Retell main events in sequential or connective manner through oral language representation.
- Respond orally to text with relevant questions and comments.
- Answer questions about key details in the text.
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Recognize that pictures in text convey meaning. (Mastery)
- Distinguish between real and make believe in text.
- Recognize different types of genres (nonfiction, fiction, poetry, and biography).
- Use new vocabulary in oral language.

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- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.H Form an opinion by choosing between two given topics
- CC.1.4.K.I Support the opinion with reasons
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question
- CC.1.4.K.X Write routinely over short time frames

Understanding(s): Students will understand	Essential Question(s):
 Informative/Explanatory Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources Range of Writing 	 What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing?
Learning Objectives: Students will know and be able to	

- Identify and write about one specific topic (focus).
- Orally participate in shared writing experiences.

- Capitalize the first word in a sentence and the pronoun I.
- Spell simple words phonetically.
- Recognize and use end punctuation.
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing.
- Give reasons to support an opinion.
- Match their illustrations to their writing.
- Write using illustrations and descriptive words (Style).
- Write routinely over short time frames.
- Orally combine words to form a complete thought.
- Recall information from experiences or gather information from provided sources.

Dates: February	Unit Plan 5: Speaking and Listening
	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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

Understanding(s): Students will understand	Essential Question(s):
 Comprehension and Collaboration Presentation of Knowledge and Ideas Integration of Knowledge and Ideas Conventions of Standard English 	 How does productive oral communication rely on speaking and listening?
Learning Objectives: Students will know and be able to …	
 Display appropriate turn-taking behavior. Interact effectively in discussions by focusing on the topic and sharing experiences. Speak in a voice that is loud enough for the audience to hear. Chorally recite poems, songs, and finger plays. Listen attentively and follow directions to perform a simple task. Listen politely to the ideas of others by facing and keeping eyes on the speaker. 	

- Make connections and form a personal response to the speaker's message.
- Orally combine words to form a complete thought.

PA Core Standards:

- CC.1.1.K.A Utilize book handling skills
- CC1.1.K.B Demonstrate understanding of the organization and basic features of print
- CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding

	derstanding(s): Idents will understand	Essential Question(s):
2. 3. 4.	Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition Fluency	 How can the knowledge of language help us to communicate and understand?

Learning Objectives:

Students will know and be able to ...

- Follow words left to right, top to bottom, and page by page (Mastery).
- Identify parts of a book (e.g. cover, title, author illustrator, title 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 rhyming words (Mastery).
- Produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words (Mastery).
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes in the three-phoneme (CVC) words (introduce).
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial sound (phonemes) in CVC words (Mastery).
- Demonstrate basic knowledge of one-to-one letter-sound correspondence (Mastery).
- 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.
- Read emergent-reader text with purpose and understanding.

Dates: March	Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
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Stage 1 – Desired Results

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answer questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Dates: March	Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
Stage 1 – Dec	sired Posults

Stage 1 – Desired Results

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

Understanding(s): Students will understand	Essential Question(s):	
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond? 	
Learning Objectives: Students will know and be able to		
 Retell main events in sequential or connective manner through oral language representation. Respond orally to text with relevant questions and comments. Answer questions about key details in the text. Use contextual clues to establish meaning of unfamiliar vocabulary. Distinguish between real and make believe in text. (Mastery). Recognize different types of genres (nonfiction, fiction, poetry, and biography). Use new vocabulary in oral language. Compare and contrast the adventures and experiences of characters in familiar stories. 		
Dates: March	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	

PA Core Standards:

- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.H Form an opinion by choosing between two given topics
- CC.1.4.K.I Support the opinion with reasons
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question
- CC.1.4.K.X Write routinely over short time frames

Understanding(s): Students will understand	Essential Question(s):
 Informative/Explanatory Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources Range of Writing 	 What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing?

Learning Objectives:

- Identify and write about one specific topic (focus) (Mastery).
- Orally participate in shared writing experiences.
- Capitalize the first word in a sentence and the pronoun I.
- Spell simple words phonetically.
- Recognize and use end punctuation.
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing.
- Give reasons to support an opinion.
- Write a series of simple thoughts in a logical order (organization).
- Write a reaction to an event or series of events.
- Match their illustrations to their writing (Mastery).
- Write using illustrations and descriptive words (Style).
- Write routinely over short time frames.
- Orally combine words to form a complete thought.

• Recall information from experiences or gather information from provided sources.

Dates: March	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Stage	1 – Desired Results
 larger groups CC.1.5.K.B Ask and answer question information presented orally or thromogeneous contentions of the content o	ns in order to seek help, get information, or clarify kperiences, and interests speaking clearly enough to ng appropriate volume ess thoughts, feelings and ideas clearly of the conventions of standard English when
Understanding(s): Students will understand	Essential Question(s):

Understanding(s):Essential Question(s):Students will understand . . .1. Comprehension and Collaboration1. Comprehension and Collaboration- How does productive oral
communication rely on speaking and
listening?2. Presentation of Knowledge and Ideas- How does productive oral
communication rely on speaking and
listening?3. Integration of Knowledge and Ideas- How does productive oral
communication rely on speaking and
listening?

Learning Objectives:

Students will know and be able to ...

- Display appropriate turn-taking behavior.
- Interact effectively in discussions by focusing on the topic and sharing experiences.
- Speak in a voice that is loud enough for the audience to hear.
- Chorally recite poems, songs, and finger plays.
- Listen attentively and follow directions to perform a simple task.
- Listen politely to the ideas of others by facing and keeping eyes on the speaker.
- Make connections and form a personal response to the speaker's message.
- Orally combine words to form a complete thought.

Dates: April	Unit Plan 1: Foundational Skills Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and Other Basic Conventions
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Stage 1 – Desired Results

- CC.1.1.K.A Utilize book handling skills
- CC1.1.K.B Demonstrate understanding of the organization and basic features of print
- CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words
- CC.1.1.K.E Read emergent-reader text with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
1. Book Handling	 How can the knowledge of language help us to communicate and

- 2. Print Concepts
- 3. Phonological Awareness
- 4. Phonics and Word Recognition
- 5. Fluency

Learning Objectives:

Students will know and be able to ...

Identify parts of a book (e.g. cover, title, author illustrator, title page, table of contents)

understand?

- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print (Mastery)
- Produce rhyming words
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words
- Blend and segment onsets and rimes of single-syllable spoken words
- 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
- Read emergent-reader text with purpose and understanding.

Dates: April	Unit Plan 2: Reading Informational Text
	Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Stage 1 – Desired Results

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use 	 How do we think while reading in order to understand and respond?

5. Range of Reading

Learning Objectives:

Students will know and be able to ...

- Identify the main idea and retell key details of text with prompting and support.
- Answer questions about key details in the text with prompting and support.
- Make a connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
- Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Ask and answer questions about unknown words in a text with prompting and support.
- Recognize that pictures in text convey meaning.
- Answers questions to describe the relationship between pictures and the text.
- Identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- Respond to text using prior knowledge gained from conversations and reading.
- Actively engage in group reading activities with purpose and understanding.

Dates: April	Unit Plan 3: Reading Literature
	Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

Stage 1 – Desired Results

PA Core Standards:

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

Understanding(s): Students will understand	Essential Question(s):
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond?

Learning Objectives:

- Retell main events in sequential or connective manner through oral language representation.
- Respond orally to text with relevant questions and comments.

- Answer questions about key details in the text.
- Use contextual clues to establish meaning of unfamiliar vocabulary.
- Distinguish between real and make believe in text. (Mastery)
- Recognize different types of genres (nonfiction, fiction, poetry, and biography)
- Use new vocabulary in oral language
- Compare and contrast the adventures and experiences of characters in familiar stories.

Dates: April	Unit Plan 4: Writing
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards:

- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.H Form an opinion by choosing between two given topics
- CC.1.4.K.I Support the opinion with reasons
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers
- CC.1.4.K.V Participate in individual or shared research projects on a topic of interest

 CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question

CC.1.4.K.X Write routinely over short time frames

Understanding(s): Students will understand	Essential Question(s):
 Informative/Explanatory Opinion Narrative Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources 	 What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing?

9. Range of Writing

Learning Objectives:

Students will know and be able to ...

- Orally participate in shared writing experiences •
- Capitalize the first word in a sentence and the pronoun I
- Spell simple words phonetically
- Recognize and use end punctuation .
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writina
- Give reasons to support an opinion
- Write a series of simple thoughts in a logical order (organization) .
- Write a reaction to an event or series of events
- Write using illustrations and descriptive words (Style)
- Write routinely over short time frames
- Orally combine words to form a complete thought
- Recall information from experiences or gather information from provided sources
- . Participates in the writing process (i.e. pre-write, draft, revise, edit, and publish)
- Revise writing by adding details or missing information with guidance
- Select and focus on a topic to research with prompts and scaffolds appropriate to grade level
- Differentiate among a limited set of resources for a defined purpose
- Locate resource from a limited set of resources
- List information from resource materials with prompt and scaffolds appropriate to grade level
- . Report information drawn from research

Stage 1 - Desired Results

PA Core Standards:

- CC.1.5.K.A Participate in collaborative conversation with peers and adults in small and larger groups
- CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify . something that is not understood
- CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume

communication rely on speaking and

listening?

- CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly .
- CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content

Understanding(s):

Essential Question(s): Students will understand How does productive oral 1. Comprehension and Collaboration

- 2. Presentation of Knowledge and Ideas
- 3. Integration of Knowledge and Ideas
- 4. Conventions of Standard English

Learning Objectives:

- Display appropriate turn-taking behavior
- Interact effectively in discussions by focusing on the topic and sharing experiences

- Speak in a voice that is loud enough for the audience to hear
- Chorally recite poems, songs, and finger plays
- Listen attentively and follow directions to perform a simple task.
- Listen politely to the ideas of others by facing and keeping eyes on the speaker.
- Make connections and form a personal response to the speaker's message.
- Orally combine words to form a complete thought.

 Recognize that spoken words are represented in written language by specific sequences of letters. Produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. 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 Read emergent-reader text with purpose and understanding. Dates: May/June Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual 	 Orally combine words to form a complete thought. 		
PA Core Standards: • CC.1.1.K.A Utilize book handling skills • CC.1.1.K.B Demonstrate understanding of the organization and basic features of print • CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words • CC.1.1.K.E Read emergent-reader text with purpose and understanding Understanding(s): Students will understand 1. Book Handling 2. Print Concepts 3. Phonological Awareness 4. Phonics and Word Recognition 5. Fluency Learning Objectives: Students will know and be able to • Identify parts of a book (e.g. cover, title, author, illustrator, title page, table of contents) • Recognize that spoken words are represented in written language by specific sequences of letters. • Produce rhyming words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. • Blend and segment onsets and rimes of single-syllable spoken words. • 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 tha differ • Read emergent-reader text with pu	Dates: May/June	Students Gain a Working Knowledge of Concepts of Print, Alphabetic Principle, and	
 CC.1.1.K.A Utilize book handling skills CC.1.1.K.B Demonstrate understanding of the organization and basic features of print CC.1.1.K.D Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words CC.1.1.K.E Read emergent-reader text with purpose and understanding Understanding(s): Students will understand 1. Book Handling Print Concepts Phonics and Word Recognition Fluency Earning Objectives: Students will know and be able to Identify parts of a book (e.g. cover, title, author, illustrator, title page, table of contents) Recognize that spoken words are represented in written language by specific sequences of letters. Produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. Associate the long and short sounds with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters tha differ Read emergent-reader text with purpose and understanding. Dates: May/June Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual 	Stage 1 – De	sired Results	
Students will understand 1. Book Handling 2. Print Concepts 3. Phonological Awareness 3. Phonics and Word Recognition 5. Fluency 5. Fluency	 CC.1.1.K.A Utilize book handling skills CC1.1.K.B Demonstrate understanding of the organization and basic features of print CC1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words 		
 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition Fluency Learning Objectives: Students will know and be able to Identify parts of a book (e.g. cover, title, author, illustrator, title page, table of contents) Recognize that spoken words are represented in written language by specific sequences of letters. Produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters tha differ Read emergent-reader text with purpose and understanding. Dates: May/June Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual 		Essential Question(s):	
Students will know and be able to Identify parts of a book (e.g. cover, title, author, illustrator, title page, table of contents) Recognize that spoken words are represented in written language by specific sequences of letters. Produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. 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 Read emergent-reader text with purpose and understanding. Dates: May/June Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual	 Book Handling Print Concepts Phonological Awareness Phonics and Word Recognition 	help us to communicate and	
informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual	Students will know and be able to Identify parts of a book (e.g. cover, title, author, illustrator, title page, table of contents). Recognize that spoken words are represented in written language by specific sequences of letters. Produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. Blend and segment onsets and rimes of single-syllable spoken words. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ Read emergent-reader text with purpose and understanding. Dates: May/June		
evidence.		informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and	
Stage 1 – Desired Results			

- CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text
- CC.1.2.K.B With prompting and support, answer questions about key details in a text
- CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details)
- CC1.2.K.F With prompting and support, ask and answer questions about unknown words in a text
- CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear
- CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text
- CC.1.2.K.I With prompting and support, identify basic similiarites and differences between two texts (read or read aloud) on the same topic
- CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts
- CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content
- CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

Understanding(s): Students will understand	Essential Question(s):	
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond? 	
Learning Objectives: Students will know and be able to		
 Identify the main idea and retell key details of text with prompting and support. Answer questions about key details in the text with prompting and support. Make a connection between two individuals, events, ideas, or pieces of information a text with prompting and support. Identify parts of a book (title, author) and parts of a text (beginning, end, details). Use contextual clues to establish meaning of unfamiliar vocabulary. Ask and answer questions about unknown words in a text with prompting and support. Recognize that pictures in text convey meaning. Answer questions to describe the relationship between pictures and the text. Identify basic similarities and differences between two texts (read or read aloud) on same topic. Respond to text using prior knowledge gained from conversations and reading. Actively engage in group reading activities with purpose and understanding. 		
Dates: May/June	Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and	

Stage 1 – Desired Results

evidence.

between texts with focus on textual

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

Understanding(s): Students will understand	Essential Question(s):	
 Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Range of Reading 	 How do we think while reading in order to understand and respond? 	
Learning Objectives: Students will know and be able to		
 Retell main events in sequential or connective manner through oral language representation. Respond orally to text with relevant questions and comments. Answer questions about key details in the text. Use contextual clues to establish meaning of unfamiliar vocabulary. Recognize different types of genres (nonfiction, fiction, poetry, and biography) Use new vocabulary in oral language Compare and contrast the adventures and experiences of characters in familiar stories. 		
Dates: May/June	Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	

PA Core Standards:

- CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- C.C.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic
- C.C.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic
- C.C.1.4.K.D Make logical connections between drawing and dictation/writing
- CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words
- C.C.1.4.K.F/L/R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- C.C.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics
- CC.1.4.K.H Form an opinion by choosing between two given topics
- CC.1.4.K.I Support the opinion with reasons
- CC.1.4.K.J Make logical connections between drawing and writing
- CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events
- CC.1.4.K.N Establish « who » and « what » the narrative will be about
- CC.1.4.K.O Describe experiences and events
- CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers
- CC.1.4.K.V Participate in individual or shared research projects on a topic of interest
 CC.1.4.K.W With guidance and support, recall information from experiences or gather
- CC.1.4.K.W with guidance and support, recail information from experiences or gamer information from provided sources to answer a question
 CC.1.4.K.X Write routinely over short time frames

Understanding(s):

Essential Question(s):

St	udents will understand	
1. 2. 3. 4. 5. 6. 7. 8. 9.	Narrative Response to Literature Production and Distribution of Writing Technology and Publication	 What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing?
	arning Objectives:	

Learning Objectives:

- Orally participate in shared writing experiences
- Capitalize the first word in sentence and the pronoun I
- Spell simple words phonetically
- Recognize and use end punctuation
- Compose an opinion on a familiar topic using a combination of drawing, dictating, and writing
- Give reasons to support an opinion
- Write a series of simple thoughts in a logical order (organization)
- Write a reaction to an event or series of events
- Write using illustrations and descriptive words (style)

- Write routinely over short time frames
- Orally combine words to form a complete thought
- Recall information from experiences or gather information from provided sources
- Participate in the writing process (i.e. pre-write, draft, revise, edit, and publish)
- Revise writing by adding details or missing information with guidance
- Select and focus on a topic to research with prompts and scaffolds appropriate to grade level
- Differentiate among a limited set of resources for a defined purpose
- Locate resource from a limited set of resources
- List information from resource materials with prompt and scaffolds appropriate to grade level
- Report information drawn from research

Dates. May/ounc	Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
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PA Core Standards:

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

Understanding(s): Students will understand	Essential Question(s):
 Comprehension and Collaboration Presentation of Knowledge and Ideas Integration of Knowledge and Ideas Conventions of Standard English 	 How does productive oral communication rely on speaking and listening?

Learning Objectives:

- Display appropriate turn-taking behavior.
- Interact effectively in discussions by focusing on the topic and sharing experiences.
- Speak in a voice that is loud enough for the audience to hear.
- Chorally recite poems, songs, and finger plays.
- Listen attentively and follow directions to perform a simple task.
- Listen politely to the ideas of others by facing and keeping eyes on the speaker.
- Make connections and form a personal response to the speaker's message.
- Orally combine words to form a complete thought.