

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: Kindergarten

Textbook(s)/Instructional Materials Used:

Phonics, Lessons, Letters, Words and How They Work; Grade K; Gay Su Pinnell and Irene C. Fountas; ISBN 0-325-00560-5

Phonics Lessons Teaching Resources; Grade K; ISBN 0-325-00407-2

Selections from guided reading resource collection

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 – Desired Results

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

Understanding(s):

Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- 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-sound correspondence

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

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts ▪ CC.1.2.K.L Actively engage in group reading activities with purpose and understanding 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: August/September</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 activities with purpose and understanding 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Dates: August/September</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Informative/Explanatory 2. Opinion 3. Narrative 4. Response to Literature 5. Production and Distribution of Writing 6. Technology and Publication 7. Conducting Research 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ 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?

8. Credibility, Reliability, and Validity of Sources 9. Range of Writing	
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ Express and translate ideas in graphic forms (ex. Pictures, illustrations) ▪ Identify and write about one specific topic (focus) ▪ Write routinely over short time frames ▪ Orally combine words to form a complete thought 	
Dates: August/September	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	
PA Core Standards: <ul style="list-style-type: none"> ▪ 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): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	Essential Question(s): <ul style="list-style-type: none"> ▪ How does productive oral communication rely on speaking and listening?
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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

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**

Understanding(s):

Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- 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
- 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

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts ▪ CC.1.2.K.L Actively engage in group reading activities with purpose and understanding 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: October</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 activities with purpose and understanding 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Dates: October</p>	<p>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.</p>

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
- **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

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 (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.

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**
- **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 . . .

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: 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**

Understanding(s):

Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- 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)**
- **CC.1.2.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 similarities and differences between two texts (read or read aloud) on the same topic**
- **CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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 . . .

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 ...

- 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: November

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.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 . . .

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 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 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.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 . . .

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)

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 – 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**
- **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 . . .

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: 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**
- **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**

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Book Handling 2. Print Concepts 3. Phonological Awareness 4. Phonics and Word Recognition 5. Fluency 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How can the knowledge of language help us to communicate and understand?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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 (mastery) ▪ Recognize rhyming words. ▪ Produce rhyming words in connection to word families (introduce). ▪ Count, pronounce, blend, and segment syllables in spoken words. ▪ 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. 	
<p>Dates: December</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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) ▪ CC.1.2.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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts ▪ CC.1.2.K.L Actively engage in group reading activities with purpose and understanding 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?

<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: December</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 activities with purpose and understanding 	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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: 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:

- **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.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 . . .

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.

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 – 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**
- **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 . . .

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: January

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**

Understanding(s):

Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- 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 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 – Desired Results

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: January</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: January</p>	<p>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.</p>

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 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 . . .

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) (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.
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Stage 1 – Desired Results

PA Core Standards: <ul style="list-style-type: none"> ▪ 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 	
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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	Essential Question(s): <ul style="list-style-type: none"> ▪ How does productive oral communication rely on speaking and listening?
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Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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. 	
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Dates: February	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

PA Core Standards: <ul style="list-style-type: none"> ▪ 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 	
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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Book Handling 2. Print Concepts 	Essential Question(s): <ul style="list-style-type: none"> ▪ How can the knowledge of language help us to communicate and
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3. Phonological Awareness 4. Phonics and Word Recognition 5. Fluency	understand?
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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.
Stage 1 – Desired Results	
PA Core Standards: <ul style="list-style-type: none"> ▪ 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) ▪ CC.1.2.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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 	Essential Question(s): <ul style="list-style-type: none"> ▪ 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 ... <ul style="list-style-type: none"> ▪ 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	
PA Core Standards: <ul style="list-style-type: none"> ▪ 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 . . . <ol style="list-style-type: none"> 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): <ul style="list-style-type: none"> ▪ 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.

Dates: February

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 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 . . .

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 ...

- 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.

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**
- **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 . . .

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: March

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**

Understanding(s):

Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- 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.

Stage 1 – Desired Results

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ul style="list-style-type: none"> ▪ Key Ideas and Details ▪ Craft and Structure ▪ Integration of Knowledge and Ideas ▪ Vocabulary Acquisition and Use ▪ Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: March</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: March</p>	<p>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.</p>

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 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 . . .

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 ...

- 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

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 . . .

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: April

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**

Understanding(s):

Students will understand . . .

1. Book Handling

Essential Question(s):

- How can the knowledge of language help us to communicate and

2. Print Concepts 3. Phonological Awareness 4. Phonics and Word Recognition 5. Fluency	understand?
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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 ▪ 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	
PA Core Standards: <ul style="list-style-type: none"> ▪ 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) ▪ CC.1.2.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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 	Essential Question(s): <ul style="list-style-type: none"> ▪ 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 ... <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 . . . <ol style="list-style-type: none"> 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): <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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.

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 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 . . .

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

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?

9. Range of Writing	
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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 ▪ 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 	
Dates: April	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	
PA Core Standards: <ul style="list-style-type: none"> ▪ 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 . . . <ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	Essential Question(s): <ul style="list-style-type: none"> ▪ How does productive oral communication rely on speaking and listening?
Learning Objectives: Students will know and be able to ... <ul style="list-style-type: none"> ▪ 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: May/June

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**

Understanding(s):
Students will understand . . .

1. Book Handling
2. Print Concepts
3. Phonological Awareness
4. Phonics and Word Recognition
5. Fluency

Essential Question(s):

- How can the knowledge of language help us to communicate and understand?

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 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 evidence.

Stage 1 – Desired Results

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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) ▪ CC.1.2.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 similarities and differences between two texts (read or read aloud) on the same topic ▪ CC.1.2.K.J Use words and phrases acquired through conversations, reading, and 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: May/June</p>	<p>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.</p>
<p>Stage 1 – Desired Results</p>	

<p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Vocabulary Acquisition and Use 5. Range of Reading 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond?
<p>Learning Objectives: Students will know and be able to ...</p> <ul style="list-style-type: none"> ▪ 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. 	
<p>Dates: May/June</p>	<p>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.</p>

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 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 . . .

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 ...

- 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/June	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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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**
 - **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): <i>Students will understand . . .</i>	Essential Question(s):
<ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas 3. Integration of Knowledge and Ideas 4. Conventions of Standard English 	<ul style="list-style-type: none"> ▪ 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.