

## Young Scholars of Western Pennsylvania Charter School

### Kindergarten YSWPCS Language Arts

- Unit/Theme

Unit 1: Families

Week 1: My Family & Me

Integrated Skills and Concepts

Recognize Text Structure

Make Predictions

High Frequency Words

a, and, of, the

Oral Vocabulary

Animal

Together

Protect

Imitate

Resemble

Phonics

Letter/Sound: introduce all letters briefly

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

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**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.

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**CC.1.4.K.N:** Establish “who” and “what” the narrative will be about.

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**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.

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**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.

**CC.1.5.K.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

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**CC.1.5.K.G:** Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

- Unit/Theme

Unit 1: Families

Week 2: Families Get Together

Integrated Skills and Concepts

Recognize Story Structure

Identify Setting

High Frequency Words

is, to, in

Oral Vocabulary

Exciting

Gathered

Exhausting

Cooperate

Activities

Phonics

Letter/Sounds: all alphabet letters briefly

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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- Unit/Theme

Unit 1: Families

Week 3: Families Change

Integrated Skills and Concepts

Recognize Story Structure

## Make Predictions

### High Frequency Words

I, can, see

### Oral Vocabulary

Relatives

Eager

Celebrate

Occasions

Changed

### Phonics

Letter/Sound: Mm

### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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- Unit/Theme

Unit 2: Friends

Week 1: Learning About Friends

Integrated Skills and Concepts

Ask Questions

Identify Character

High Frequency Words

it, we, go

Oral Vocabulary

protect, imitate, resemble, animal

Phonics

Letter/Sound: Aa

### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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- Unit/Theme

Unit 2: Friends

Week 2: What Is A Friend?

Integrated Skills and Concepts

Ask Questions

Compare and Contrast

High Frequency Words

look, at, you

Oral Vocabulary

gather, exhausted, activity, exciting, cooperate

Phonics

Letter/Sound: Comparing Mm and Aa

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**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Capitalize first word in sentence and pronoun I.

- Recognize and use end punctuation.

- Spell simple words phonetically.

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 2: Friends

Week 3: Getting Along

Integrated Skills and Concepts

Ask Questions

Identify Character

## High Frequency Words

am, are, that

## Oral Vocabulary

celebrate, relatives, change, eager, occasion

## Phonics

Review letters/sounds

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 3: Transportation

Week 1: Getting Around Town

Integrated Skills and Concepts

Recognize Story Structure

Make and Confirm Predictions

High Frequency Words

they, for, like

Oral Vocabulary

compete, favorite, partner, hobby, friend

Phonics

Letter/Sound: Ss

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

## Unit 3: Transportation

## Week 2: Traveling Far and Near

## Integrated Skills and Concepts

Recognize Text Structure

Classify and Categorize

## High Frequency Words

on, he, she

## Oral Vocabulary

games, assist, honest, world, pleasant

## Phonics

Letter/Sound: Pp

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 3: Transportation

Week 3: Wheels All Around

Integrated Skills and Concepts

Recognize Story Structure

Identify Character, Plot

High Frequency Words

my, was, with

Oral Vocabulary

problem, solve, include, grateful, thoughtful

Phonics

Letters/Sounds: Aa

### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

### PA Common Core Standards

**CC.1.1.K.A:** Utilize book handling skills.

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- Count, pronounce, blend, and segment syllables in spoken words.
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- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Capitalize first word in sentence and pronoun I.
- Recognize and use end punctuation.
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**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.

**CC.1.5.K.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

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**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.

• Unit/Theme

Unit 4: Food  
Week 1: Where Food Comes From

Integrated Skills and Concepts

Summarize  
Identify Sequence of Events

High Frequency Words

all, his, her

Oral Vocabulary

glide, continue, rapidly, transportation and vehicle

Phonics

Letter/Sound: Tt

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.

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- o Understand that words are separated by spaces in print.
- o Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

• Unit/Theme

Unit 4: Food

Week 2: What's For Dinner?

Integrated Skills and Concepts

Summarize

Make Inferences

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 High Frequency Words

as, be, this

## Oral Vocabulary

prepare, relax, familiar, travel and journey

## Phonics

Letter/Sound: Ii

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

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**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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- Spell simple words phonetically.

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**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.  
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**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.

- Unit/Theme

Unit 4: Food  
Week 3: Food Traditions

Integrated Skills and Concepts

Summarize  
Make Inferences

High Frequency Words

come, will, had, big

Oral Vocabulary

prefer, flavor, appetite, special and feast

Phonics

Letter/Sound: Cc

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common Core Standards

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**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to one letter-sound correspondence.
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**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

## Unit 5: Animals

## Week 1: Animals We Know

## Integrated Skills and Concepts

Recognize Story Structure

Make and Confirm Predictions

## High Frequency Words

me, him, were, but

## Oral Vocabulary

fresh, devour, delicious, tradition and menu

## Phonics

Letters/Sounds: Compare letters and sounds already learned

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read grade level high-frequency sight words with automaticity.

- o Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

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

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**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.

- Unit/Theme

Unit 5: Animals

Week 2: How Animals Change and Grow

Integrated Skills and Concepts

Recognize Text Structure

Classify and Categorize

High Frequency Words

up, down, what

Oral Vocabulary

gentle, pounces, content, action, compare

Phonics

Letters/Sounds: Oo

### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

### PA Common Core Standards

**CC.1.1.K.A:** Utilize book handling skills.

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**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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**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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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• Unit/Theme

Unit 5: Animals  
Week 3: Animal Homes

Integrated Skills and Concepts

Recognize Story Structure  
Identify Plot and Character

High Frequency Words

Review all words!

Oral Vocabulary

gentle, pounces, content, action, compare

Phonics

Letter/Sound: Ff

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.  
○ Follow words left to right, top to bottom, and page by page.  
○ Recognize that spoken words are represented in written language by specific sequences of letters.  
○ Understand that words are separated by spaces in print.  
○ Recognize and name all upper and lower case letters of the alphabet.  
**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
○ Recognize and produce rhyming words.  
○ Count, pronounce, blend, and segment syllables in spoken words.

- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

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**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.

- Unit/Theme

Unit 6: Neighborhood

Week 1: Our Neighborhood

Integrated Skills and Concepts

Summarize

Identify Main Idea and Details

High Frequency Words

your, when, there

#### Oral Vocabulary

fragile, belong, several, parent and information

#### Phonics

Letters/Sounds: Compare previous letters and sounds

#### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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**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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

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**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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**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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.

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- Unit/Theme

Unit 6: Neighborhood  
Week 2: People and Places

Integrated Skills and Concepts

Summarize  
Identify Main Idea and Details

High Frequency Words

some, an, two, by

Oral Vocabulary

beneath, raise, enter, habitat and responsibility

Phonics

Letters/Sounds: All letters

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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**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.

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**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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Capitalize first word in sentence and pronoun I.

- Recognize and use end punctuation.
- Spell simple words phonetically.

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**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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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**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.

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**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.

- Unit/Theme

Unit 6: Neighborhood

Week 3: Neighborhood Workers

## Integrated Skills and Concepts

Summarize

Retell

## High Frequency Words

do, use, words

## Oral Vocabulary

neighborhood, borrow, equipment, frequently, organize

## Phonics

Letter/Sound: Hh

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

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- CC.1.4.K.O:** Describe experiences and events.
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- Unit/Theme

Unit 7: Weather

Week 1: Kinds of Weather

Integrated Skills and Concepts

Visualize

Identify Main Idea/Details

High Frequency Words

out, which, each

Oral Vocabulary

admire, deliver, schedule, community, worker

Phonics

Letter/Sound: Dd

## Assessments

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**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.

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**CC.1.4.K.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 7: Weather

Week 2: Seasons

Integrated Skills and Concepts

Visualize

Identify Setting

High Frequency Words

did, if, get, make

Oral Vocabulary

admire, deliver, schedule, community, worker

Phonics

Letter/Sounds: Rr

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 7: Weather

Week 3: How Weather Affects Us

Integrated Skills and Concepts

Visualize

Distinguish Between Fantasy and Reality

High Frequency Words

did, if, get, make

## Oral Vocabulary

admire, deliver, schedule, community, worker

## Phonics

Letter/Sound: Review

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

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- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

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**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 individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 8: Plants

Week 1: How Trees Grow

Integrated Skills and Concepts

Recognize Text Structure

Identify Sequence of Events

High Frequency Words

did, if, get, make

Oral Vocabulary

admire, deliver, schedule, community, worker

Phonics

Letter/Sound: Ee

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.

- o Follow words left to right, top to bottom, and page by page.
- o Recognize that spoken words are represented in written language by specific sequences of letters.

- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 8: Plants

Week 2: Seeds and Plants

Integrated Skills and Concepts

## Recognize Text Structure

### Retell

#### High Frequency Words

find, many, them

#### Oral Vocabulary

shiver, mild, warning, seasons and month

#### Phonics

Letter/Sound: Bb

#### Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

#### PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

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**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.

- Unit/Theme

Unit 8: Plants

Week 3: What's in My Garden?

Integrated Skills and Concepts

Recognize Story Structure

High Frequency Words

made, been, more

Oral Vocabulary

cozy, clear, retreat, hibernate, experience

Phonics

Letter/Sound: Ll

Assessments

PA Common 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.

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- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
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**CC.1.2.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.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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

## Unit 9: Amazing Creatures

## Week 1: Interesting Insects

## Integrated Skills and Concepts

Ask Questions

Classify and Categorize

## High Frequency Words

first, then, these

## Oral Vocabulary

conceited, equal, charming, plant, grow

## Phonics

Letter/Sounds: Kk

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read grade level high-frequency sight words with automaticity.

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Capitalize first word in sentence and pronoun I.
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- Spell simple words phonetically.

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**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

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**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.

- Unit/Theme

Unit 9: Amazing Creatures

Week 2: The Amazing Ocean

Integrated Skills and Concepts

Ask Questions

Compare and Contrast

High Frequency Words

would, could, its

Oral Vocabulary

necessary, moist, gradually, seed, observe

## Phonics

Letter/Sound: Uu

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

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- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

- Unit/Theme

Unit 9: Amazing Creatures

Week 3: Animals Now and Then

Integrated Skills and Concepts

Ask Questions

Distinguish Between Fantasy and Reality

High Frequency Words

time, about, other

Oral Vocabulary

arrange, tend, basic, senses, garden

Phonics

Letter/Sound: Gg

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.

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- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

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**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.

- Unit/Theme

Unit 10: I Know a Lot!

Week 1: Show What You Know

Integrated Skills and Concepts

Monitor Comprehension

Reread

## High Frequency Words

than, may, part

## Oral Vocabulary

annoy, flutter, distinctive, insect, interesting

## Phonics

Letter/Sound: Xx

## Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common 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.

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- Recognize and produce rhyming words.
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**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

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**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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

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**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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**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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Capitalize first word in sentence and pronoun I.
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- Unit/Theme

Unit 10: I Know a Lot!  
Week 2: Art All Around

Integrated Skills and Concepts

Monitor Comprehension  
Reread

High Frequency Words

called, who, long

Oral Vocabulary

invite, deep, reason, ocean, amazing

Phonics

Letter/Sounds: Vv

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

## PA Common Core Standards

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**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

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

**CC.1.1.K.E:** Read emergent-reader text with purpose and understanding.

**CC.1.2.K.A:** With prompting and support, identify the main idea and retell key details of text.

**CC.1.2.K.B:** With prompting and support, answer questions about key details in a text.

**CC.1.2.K.C:** With prompting and support, make a connection between two individual, 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:** Answers 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.

**CC.1.3.K.A:** With prompting and support, retell familiar stories including key details.

**CC.1.4.K.A:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

**CC.1.4.K.B:** Use a combination of drawing, dictating, and writing to focus on one specific topic.

**CC.1.4.K.C:** With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**CC.1.4.K.D:** Make logical connections between drawing and dictation/writing.

**CC.1.4.K.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**CC.1.4.K.E:** With prompting and support, illustrate using details and dictate/write using descriptive words.

**CC.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.L:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

**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.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

**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.

**CC.1.5.K.A:** Participate in collaborative conversations 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.

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**CC.1.5.K.G:** Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Unit 10: I Know a Lot!

Week 3: Let's Count Down

Integrated Skills and Concepts

Monitor Comprehension

Reread

High Frequency Words

write, number, people

Oral Vocabulary

enormous, gulp, incredible, fantasy and reality

Phonics

Letter/sounds: Ww, Yy, Zz

Assessments

End of trimester teacher-created assessments focusing on letter identification, phonics, sight words, and comprehension skills

PA Common 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.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lower case letters of the alphabet.

**CC.1.1.K.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

**CC.1.1.K.D:** Know and apply grade level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
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