

Curriculum Map: Riverview Kindergarten ELA

Course: English/Language Arts Grade K

Grade(s): Kindergarten

Course Description:

With prompting and support students will:

- transition from oral to written literacy.
- demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences.
- develop their phonological awareness skills through activities such as rhyming, counting syllables, isolating sounds in words and blending sounds together.
- connect letters with their corresponding sounds as well as develop other grade level phonics skills.
- develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding.
- identify characters, setting, and major events in stories as well as retell details in informational books.
- write sentences using their letter sound knowledge to spell phonetically.
- focus their writing on one specific topic, use descriptive words and create illustrations with details.
- write sentences in which they describe experiences and events or form an opinion as they choose between two topics.
- use grade appropriate conventions in their writing such as capital letters, spaces and end punctuation.
- participate in collaborative conversations with peers and adults in small and large groups, sharing stories, familiar experiences, and interests.
- ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Course Textbooks, Workbooks, Materials, Citations:

Reading Street Common Core by Pearson ©2013 (revised in 2015)

Course Long Term Transfer Goals:

With prompting and support students will:

- comprehend and evaluate complex texts across a range of types and disciplines.
- be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- communicate effectively for varied purposes and audiences.
- listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

**Date of Last
Revision to
this
Curriculum
Map:**

2015

Unit: Foundational Skills

**Unit
Description:**

With prompting and support students will:

- develop a working knowledge of the concepts of print, the alphabetic principle and other basic conventions.
- develop beginning phonics and word skills and read emergent-reader text with purpose and understanding.
- recognize and produce rhyming words.
- count, pronounce, blend, and segment syllables in spoken words.
- blend and segment onsets and rhymes of single-syllable spoken words.
- isolate and pronounce the initial, medial vowel, and final sound in CVC words.
- practice appropriate book handling skills; identify basic feature of print and demonstrate understanding of spoken words, sounds and syllables.

**Unit Student
Learning
Outcomes:**

Print Concepts:

- Recognize sentence structure
- Understand the basic format of a sentence (e.g. Capitalization, spacing and punctuation)

Phonics:

- Identify short vowel sounds in a single syllable word
- Count, pronounce, blend and segment syllables in words
- Orally produce single syllable words
- Isolate and pronounce initial, medial and final sounds in single syllable words
- Add or substitute individual sounds to make new words

Word Recognition:

- Read high frequency words
- Decode CVC words with short vowel sounds

**Unit Essential
Questions:**

- How do readers manipulate sounds to read words?
- How do writers use letters and sounds to write words?

**Unit Big
Ideas:**

- Develop a working knowledge of the concepts of print, the alphabetic principle and other basic conventions through explicit phonemic awareness and phonics instruction.

**Unit
Academic
Vocabulary &**

Comprehension:

- Main idea

Definitions:

- Events
- Connection
- Character
- Setting
- Retell story
- Sequence
- Picture
- Details
- Topic
- Problem
- Solution
- Compare
- Prediction

Print Concepts:

- Title
- Author
- Illustrations
- Text

Phonics:

- Letters
- Sounds
- Blending words
- Decoding words

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#)
(Advanced)

Utilize book handling skills.

[CC.1.1.K.B](#)
(Advanced)

Demonstrate understanding of the organization and basic features of print.

[CC.1.1.K.C](#)
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[CC.1.1.K.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CC.1.1.K.E](#)
(Advanced)

Read emergent-reader text with purpose and understanding.

Lesson Topic:

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1**Unit Description:**

With prompting and support students will:

- demonstrate text comprehension through identification of the main idea and key details of informational text.
- demonstrate text comprehension of literature through story retelling to include character, setting, and major events.
- use a combination of drawing and writing to compose informative and narrative

- writing focused on one topic.
- engage in collaborative conversations.

Objectives:

- Utilize book handling skills
- With prompting and support, demonstrate understanding of the organization and basic features of print
- With prompting and support, identify the main idea and retell key details of informational text
- With prompting and support, retell familiar stories including key details
- With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text
- With prompting and support, identify characters, settings, and major events in a story
- Compose informative/ explanatory texts using a combination of drawing, dictating, and writing
- Compose narratives that describe real or imagined experiences or events using a combination of drawing, dictating, and writing

Unit Student Learning Outcomes:

With prompting and support students will:

- identify the main idea and retell key details of informational text.
- retell familiar stories including key details.
- make a connection between two individuals, events, ideas, or pieces of information in a text.
- identify characters, settings, and major events in a story.
- use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.
- use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- characters, settings, and major events in a story.
- retell familiar stories including key details.
- make a connection between two individual, events, ideas, or pieces of information in a text.
- use a combination of drawing, dictating, and writing to focus on one specific topic for an informative piece.
- form an opinion by choosing between two given topics.

Unit Essential Questions:

With prompting and support students will be able to answer the following questions:

- What is this text really about?
- How do readers know what to believe?
- How does a reader's purpose influence how text should be read?
- What do good listeners do?

- How do active listeners make meaning?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- What does a reader look for and how can s/he find it?
- What makes clear and effective writing?
- Why do writers write?
- What is the purpose?
- Who is the audience?
- What will work best for the audience?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

Unit Big Ideas:

With prompting and support:

- effective readers use appropriate strategies to construct meaning.
- critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- effective speakers prepare and communicate messages to address the audience and purpose.
- students will begin to understand that audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- students will begin to understand the rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- students will begin to understand that an expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

- Main Idea
- Events
- Connection
- Character
- Setting
- Retell Story
- Sequence
- Picture
- Details
- Topic
- Problem
- Solution

Custom Field 3:

Misconceptions	Proper Conceptions
<p>Students may struggle with purpose for reading.</p> <p>Students tend to respond to questions with single word answers.</p> <p>Students may have difficulty identifying</p>	<p>Before reading a text, provide a main idea to set the stage for reading.</p> <p>Encourage students to extend their responses (e.g. state "Tell me more about..."). Ask "how" and "why"</p>

similarities and differences in story elements.	questions. Model and provide examples of similarities and differences among characters, events, or ideas.
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STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.K.A (Introduced)	Utilize book handling skills.
CC.1.1.K.B (Introduced)	Demonstrate understanding of the organization and basic features of print.
CC.1.1.K.D (Introduced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.K.E (Advanced)	Read emergent-reader text with purpose and understanding.
CC.1.2.K.A (Introduced)	With prompting and support, identify the main idea and retell key details of text.
CC.1.2.K.C (Introduced)	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
CC.1.2.K.K (Introduced)	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 (Introduced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A (Introduced)	With prompting and support, retell familiar stories including key details.
CC.1.3.K.B (Introduced)	Answer questions about key details in a text.
CC.1.3.K.C (Introduced)	With prompting and support, identify characters, settings, and major events in a story.
CC.1.4.K.A (Introduced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Introduced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.D (Introduced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Introduced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.K.M (Introduced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N (Introduced)	Establish "who" and "what" the narrative will be about.
CC.1.4.K.O (Introduced)	Describe experiences and events.
CC.1.4.K.R (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.K.T](#)
[\(Introduced\)](#)

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.X](#)
[\(Introduced\)](#)

Write routinely over short time frames.

[CC.1.5.K.B](#)
[\(Advanced\)](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Unit Description:

With prompting and support students will:

- begin to develop an understanding of how an author develops ideas, concepts, characters, and experiences using texts across a range of types and disciplines.
- produce writing to address task, purpose, perspective, and intended audience.
- research and gather evidence to create a clear and coherent message.

Unit Student Learning Outcomes:

With prompting and support students will:

- know that the details of a text can be used to support a main topic or idea.
- understand that an author writes the story.
- understand that different types of texts are used for different purposes.
- understand that a storybook has character, setting, and actions associated with words and, most often, illustrations.
- understand a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).
- tell if a text is storybook or poem.
- differentiate between real and make-believe.
- identify parts of a book (title, author) and parts of a text (beginning, end, details).
- recognize common types of text
- use a combination of drawing, dictating, and writing to focus on an informational piece.
- form an opinion by choosing between two given topics.
- establish "who" and "what" the narrative will be about.
- (Informative) generate ideas and details to convey information that relates to the chosen topic.

Unit Essential Questions:

- (Opinion) begin to support their opinion with reasons.
- (Narrative) describe experiences and events.
- illustrate using details and dictate/write using descriptive words.
- Why do I want to learn to read?
- How can pictures or illustrations tell a story?
- Why is it important to talk and listen to others?
- What is an author?
- How can I share my ideas on paper?
- What purpose is there to drawing pictures instead of writing words?

Unit Big Ideas:

- Readers love to read.
- Readers listen attentively and quietly to read aloud.
- Readers utilize speaking and listening skills to have discussions about reading.
- Readers see, experience and understand how books are filled with information.
- An author is a writer.
- Authors can show readers in words and pictures what they are thinking.
- Writers use many tools.

Unit Academic Vocabulary & Definitions:

- Syllables
- Character
- Setting
- Illustrations
- Title
- Author
- Beginning
- End
- Topic
- Texts
- Descriptive
- d

Custom Field 3:

Misconceptions	Proper Conceptions
Students illustrate using details and dictate/write using descriptive words not related to the topic.	Teacher provides a copy of the story or pictures related to the student to keep them on task.
Students confuse parts of a text (beginning, end, details).	Teacher asks questions during the story. (e.g., What happened at the beginning, middle, and end of the story?)
Students confuse syllables for single words or individual sounds.	Teacher will model the correct way to clap out syllables (ie.clapping)

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.K.B \(Introduced\)](#)
- [CC.1.1.K.C](#)

Demonstrate understanding of the organization and basic features of print.

Demonstrate understanding of spoken words, syllables, and sounds

(Introduced) CC.1.2.K.E (Introduced)	(phonemes). Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.3.K.E (Introduced)	Recognize common types of text.
CC.1.4.K.A (Introduced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.E (Introduced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.K.M (Introduced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N (Introduced)	Establish "who" and "what" the narrative will be about.
CC.1.4.K.O (Introduced)	Describe experiences and events.
CC.1.4.K.R (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.K.T (Introduced)	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.X (Introduced)	Write routinely over short time frames.
CC.1.5.K.A (Introduced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.B (Introduced)	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 (Introduced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.1.5.K.E (Introduced)	Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.K.G (Introduced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

- Unit Description:** With prompting and support students will:
- connect ideas within one text and engage in the comprehension and evaluation of texts across a range of types and disciplines.
 - make meaning from what they hear by questioning, reflecting, responding, and evaluating.
 - make predictions about text based on illustrations and describe pictures in a text in detail to answer specific questions.
 - use a combination of drawing and writing to compose informative/explanatory texts.
- Unit Student Learning Outcomes:** With prompting and support students will:
- make predictions about text based on illustrations.
 - describe pictures in a text in detail to answer specific questions about the text.
 - communicate using detail related to topic being discussed.
 - pose questions related to topic being discussed and allow wait time before responding.
 - follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics).
 - continue a conversation through multiple exchanges.
 - respond to a question with an answer or details related to the topic being discussed.
 - talk about stories, experiences, and interests using some detail.
 - provide details through descriptive words, feelings or thoughts of the character.
 - use illustration/dictation to convey meaning about a particular topic.
 - create a picture or story about a nonfiction topic and talk about it.
 - respond orally to text with relevant questions and comments.
 - recognize that pictures in text convey meaning.
 - group words, pictures and/or objects by category.
 - express and translate ideas in graphic forms (e.g. pictures/illustrations).
- Unit Essential Questions:**
- Why is it important to retell a story in sequential order?
 - How do I focus on what is important in a story?
 - How does knowing who the characters are help me understand the story?
 - How can I use the letters and words I know to help me communicate my story?
- Unit Big Ideas:**
- Readers listen or read a story and identify elements through pictures or words.
 - Readers learn that understanding who the characters are helps to comprehend the story.
 - Readers understand that the setting is important to a story.
 - Readers retell a story in the correct sequence.
 - Writers organize their ideas to allow readers to explore and express knowledge.
 - Writers draw pictures to help readers understand their thoughts.
- Unit Academic**
- Compare
 - Prediction

Vocabulary & Definitions:

- Character
- Setting
- Illustrations
- Similarities
- Topic

Custom Field 3:

Misconceptions	Proper Conceptions
<p>Students confuse questions about the text with illustrations.</p> <p>Students make predictions about a story that are irrelevant to text.</p> <p>Students confuse connections between two texts.</p> <p>Students do not understand a connection between spoken words and print.</p>	<p>Students should be encouraged to use illustrations to predict what will happen next.</p> <p>Asking students questions encourages connections between illustrations and text.</p> <p>Asking students questions regarding similarities and differences after reading two or more texts on the same topic will help to establish text connections.</p> <p>Writing the child's words on the picture and reading the words back to them will help establish the connection.</p>

STANDARDSSTATE: PA Core Standards (2014)

- [CC.1.2.K.B \(Introduced\)](#) With prompting and support, answer questions about key details in a text.
- [CC.1.2.K.G \(Introduced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.
- [CC.1.2.K.H \(Introduced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [CC.1.3.K.B \(Introduced\)](#) Answer questions about key details in a text.
- [CC.1.3.K.G \(Introduced\)](#) Make connections between the illustrations and the text in a story (read or read aloud).
- [CC.1.4.K.A \(Introduced\)](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- [CC.1.4.K.B \(Introduced\)](#) Use a combination of drawing, dictating, and writing to focus on one specific topic.
- [CC.1.4.K.C \(Introduced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
- [CC.1.4.K.D \(Introduced\)](#) Make logical connections between drawing and dictation/writing.
- [CC.1.4.K.E \(Introduced\)](#) With prompting and support, illustrate using details and dictate/write using descriptive words.
- [CC.1.4.K.F \(Introduced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.K.M](#) Use a combination of drawing, dictating, and writing to compose

[\(Introduced\)](#)

[CC.1.4.K.N](#)

[\(Introduced\)](#)

[CC.1.4.K.O](#)

[\(Introduced\)](#)

[CC.1.4.K.P](#)

[\(Introduced\)](#)

[CC.1.4.K.R](#)

[\(Introduced\)](#)

[CC.1.4.K.T](#)

[\(Introduced\)](#)

[CC.1.4.K.X](#)

[\(Introduced\)](#)

[CC.1.5.K.A](#)

[\(Introduced\)](#)

[CC.1.5.K.B](#)

[\(Introduced\)](#)

[CC.1.5.K.C](#)

[\(Introduced\)](#)

[CC.1.5.K.D](#)

[\(Introduced\)](#)

[CC.1.5.K.E](#)

[\(Introduced\)](#)

[CC.1.5.K.G](#)

[\(Introduced\)](#)

narratives that describe real or imagined experiences or events.

Establish “who” and “what” the narrative will be about.

Describe experiences and events.

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.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Write routinely over short time frames.

Participate in collaborative conversations with peers and adults in small and larger groups.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

Speak audibly and express thoughts, feelings, and ideas clearly.

Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Unit Description:

With prompting and support students will:

- Understand explicitly what the text says.
- comprehend and evaluate complex texts across a range of types and disciplines.
- write to address task, purpose, and perspective, intended audience.

- research and gather evidence to create a clear and coherent message.
- listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit Student Learning Outcomes:

With prompting and support students will:

- know that the details of a text can be used to support a main topic or idea and state the main idea of a text and provide relevant detail to support the main idea.
- compare and contrast characters as well as find similarities and differences among characters, events or ideas.
- answer "how" and/or "why" questions using specifics from the text and respond when asked "who" or "what" their story is about, and follow through when drawing about or dictating their story.
- describe the people, places and things in a story and respond to questions and prompts about characters, settings and events during a read aloud.
- retell a story in sequential order using various materials.
- generate ideas for writing and provide details (e.g. descriptive words, feelings and thoughts of the character) for/of their story.
- ask a series of questions to gather additional information.
- understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- demonstrate understanding that "setting" is where a story takes place.
- demonstrate understanding that characters are people or animals who have a role in the story.
- use vocabulary in spoken and written language.
- form an opinion by choosing between two given topics
- capitalize first word in sentence and pronoun "I".
- recognize and use punctuation as well as spell simple words phonetically.
- respond orally to text with relevant questions and comments.
- recognize that pictures in text convey meaning.
- use contextual cues to establish meaning of unfamiliar vocabulary.
- use new vocabulary in oral language.
- listen actively to increase one's own understanding by asking questions and/or retelling information.

Unit Essential Questions:

- How do the readers ensure that they understand what they have read?
- Why do writers write?
- How can I help a reader understand my writing?
- How do I consider my audience when writing?
- What do I want my topic to be about?

Unit Big Ideas:

- Readers go about their reading with intention and focus to understand what they are reading.
- Readers use the beginning, middle, and end to help figure out what the story is about
- Readers recognize various types of reading: poetry, fairy tales, fiction, nonfiction, picture books, songs, and environmental print.
- Writers write for many purposes.
- Writers consider their audience when planning what they are writing.
- Opinion

Unit

**Academic
Vocabulary &
Definitions:**

- Character
- Setting
- Main Idea

**Custom Field
3:**

Misconceptions	Proper Conceptions
<p>Students describe a main idea for a text or story that is not relevant to the text provided.</p>	<p>Before reading a text, provide a main idea to set the stage for reading.</p>
<p>Students are unable to identify differences and/or similarities in characters.</p>	<p>Create graphs and charts showing similarities and differences of text elements.</p>
<p>Students are unable to ask appropriate questions to understand the text.</p>	
<p>Students use familiar vocabulary rather than new vocabulary.</p>	<p>Explicitly use terms like "character" and "setting" along with verbal or visual prompts (e.g. "Who is this story about?" or "Look at this picture. Where do you think this story takes place?") when asking questions about text.</p>
<p>Students identify punctuation incorrectly.</p>	
	<p>Encourage students to use new vocabulary words or phrases when discussing pictures or real objects.</p>
	<p>Provide a variety of materials and opportunities for children to write daily.</p>

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.K.A](#) (Introduced) With prompting and support, identify the main idea and retell key details of text.
- [CC.1.2.K.B](#) (Introduced) With prompting and support, answer questions about key details in a text.
- [CC.1.2.K.C](#) (Introduced) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.K.J](#) (Introduced) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- [CC.1.2.K.K](#) (Introduced) Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- [CC.1.3.K.A](#) (Introduced) With prompting and support, retell familiar stories including key details.
- [CC.1.3.K.B](#) (Introduced) Answer questions about key details in a text.
- [CC.1.3.K.C](#) With prompting and support, identify characters, settings, and major

(Introduced) CC.1.3.K.F	events in a story.
(Introduced) CC.1.3.K.G	Ask and answer questions about unknown words in a text.
(Introduced) CC.1.3.K.H	Make connections between the illustrations and the text in a story (read or read aloud).
(Introduced) CC.1.3.K.I	Compare and contrast the adventures and experiences of characters in familiar stories.
(Introduced) CC.1.3.K.J	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
(Introduced) CC.1.3.K.K	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
(Introduced) CC.1.4.K.G	Actively engage in group reading activities with purpose and understanding.
(Introduced) CC.1.4.K.H	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
(Introduced) CC.1.4.K.I	Form an opinion by choosing between two given topics.
(Introduced) CC.1.4.K.J	Support the opinion with reasons.
(Introduced) CC.1.4.K.L	Make logical connections between drawing and writing.
(Introduced) CC.1.4.K.T	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.K.X	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
(Introduced) CC.1.5.K.A	Write routinely over short time frames.
(Introduced) CC.1.5.K.B	Participate in collaborative conversations with peers and adults in small and larger groups.
(Introduced) CC.1.5.K.C	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
(Introduced) CC.1.5.K.D	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
(Introduced) CC.1.5.K.E	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
(Introduced) CC.1.5.K.G	Speak audibly and express thoughts, feelings, and ideas clearly.
(Introduced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

- Unit Description:** With prompting and support students will:
- learn how an author develops ideas, characters, and experiences.
 - comprehend and evaluate texts across a range of types and disciplines.
 - retell details that support a provided main idea.
 - retell familiar stories in sequence with support and answer who, what, when, where, why, and how questions about stories.
 - make connections between text and self.
 - answer questions to identify characters, settings, and major events in a story.
 - dictate narratives to describe real or imagined experiences or events.
 - establish who/what the narrative is about.
 - describe experiences and events and engage in writing process to add details.
 - recall information from experiences or books.
- Unit Student Learning Outcomes:** With prompting and support students will:
- identify title, author and illustrator.
 - relate that texts are organized in a predictable format.
 - participate in discussions about unfamiliar words.
 - connect prior understandings to unfamiliar words.
 - recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).
 - participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).
 - understand that an author writes the story.
 - understand that the illustrator draws the pictures.
 - understand that different types of texts are used for different purposes.
 - understand that storybooks have character, setting, and actions associated with words and most often, illustrations.
 - ask and answer questions about a story or poem being read aloud.
 - respond to and build on comments from other students.
 - create a picture or a story about a nonfiction topic and talk about it.
 - use detailed illustration and descriptive dictation to convey meaning about a particular topic.
 - understand that their stories may have to be changed to make meaning more clear.
 - share their work with others.
 - when prompted, make changes to their work based on feedback.
 - retell main events in a sequential or connective manner through oral language, graphic and written representations.
 - respond orally to text with relevant questions and comments.
 - recognize different types of genre (e.g. fiction, nonfiction, poetry).
 - recognize the characteristics of various types of text.

- use contextual cues to establish meaning of unfamiliar vocabulary.
- use new vocabulary in oral language.
- listen actively to increase one's own understanding by asking questions and/or retelling information.
- make connections and form a personal response to the speaker's message.
- listen actively to increase one's own understanding by asking questions and/or retelling information.
- express and translate ideas in graphic forms (e.g. pictures/illustrations).
- write a series of simple thoughts in a logical order (organization).
- use grade appropriate conventions of written language when writing and editing (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions).
- revise writing by adding details or missing information with guidance.

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Unit Essential Questions:

- Why is it important to retell a story in sequential order?
- How do I focus on what is important in a story?
- How does understanding story elements help me understand the story?
- What is the purpose of my reading?

Unit Big Ideas:

- Readers retell a story in the correct sequence.
- Readers read different text and retell key details.
- Readers will answer who, what, where, when, why, and how questions about stories.
- Readers recall from their personal experience to help make meaning.
- Readers can retell a story from beginning to end with understanding.

Unit Academic Vocabulary & Definitions:

- Non-fiction
- Fiction
- Title
- Author
- Illustrator
- Headings
- Page Numbers
- Table of Contents
- Storybook
- Poem
- Predict
- Details

Custom Field 3:

	<p>Misconceptions</p> <p>Students confuse who writes the story or draws the pictures in a book.</p> <p>Students confuse different</p>	<p>Proper Conceptions</p> <p>Explicitly use the terms "author" and "illustrator" along with their</p>
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	<p>types of texts (e.g., realistic with non-fiction).</p> <p>Students are unable to describe pictures they have created to tell a story.</p> <p>Students may confuse the difference between what they know and what they have learned.</p>	<p>definitions.</p> <p>Explicitly define characteristics of different types of texts (fables, folklore, fairy tales, nursery rhymes, and informational text) and provide numerous examples.</p> <p>Prompt students to describe pictures and stories with detail, using literary terms (e.g., characters, setting)</p> <p>With teacher support, students use the text as a reference to support new knowledge.</p>
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STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.K.C	With prompting and support, make a connection between two
(Introduced)	individuals, events, ideas, or pieces of information in a text.
CC.1.2.K.E	Identify parts of a book (title, author) and parts of a text (beginning,
(Introduced)	end, details).
CC.1.2.K.F	With prompting and support, ask and answer questions about
(Introduced)	unknown words in a text.
CC.1.2.K.G	Answer questions to describe the relationship between illustrations
(Introduced)	and the text in which they appear.
CC.1.2.K.J	Use words and phrases acquired through conversations, reading, and
(Introduced)	being read to, and responding to texts.
CC.1.3.K.D	Name the author and illustrator of a story and define the role of each
(Introduced)	in telling the story.
CC.1.3.K.E	Recognize common types of text.
(Introduced)	
CC.1.3.K.F	Ask and answer questions about unknown words in a text.
(Introduced)	
CC.1.3.K.J	Use words and phrases acquired through conversations, reading, and
(Introduced)	being read to, and responding to texts.
CC.1.3.K.K	Actively engage in group reading activities with purpose and
(Introduced)	understanding.
CC.1.4.K.A	Use a combination of drawing, dictating, and writing to compose
(Introduced)	informative/explanatory texts.
CC.1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one
(Introduced)	specific topic.
CC.1.4.K.C	With prompting and support, generate ideas and details to convey

[\(Introduced\)](#)

information that relates to the chosen topic.

[CC.1.4.K.D](#)

Make logical connections between drawing and dictation/writing.

[\(Introduced\)](#)

[CC.1.4.K.E](#)

With prompting and support, illustrate using details and dictate/write using descriptive words.

[\(Introduced\)](#)

[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.

[\(Introduced\)](#)

[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.

[\(Introduced\)](#)

[CC.1.4.K.V](#)

Participate in individual or shared research projects on a topic of interest.

[\(Introduced\)](#)

[CC.1.4.K.W](#)

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

[\(Introduced\)](#)

[CC.1.4.K.X](#)

Write routinely over short time frames.

[\(Introduced\)](#)

[CC.1.5.K.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[\(Introduced\)](#)

[CC.1.5.K.C](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[\(Introduced\)](#)

[CC.1.5.K.E](#)

Speak audibly and express thoughts, feelings, and ideas clearly.

[\(Introduced\)](#)

[CC.1.5.K.G](#)

Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

[\(Introduced\)](#)

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Unit Description:

With prompting and support students will:

- engage in the writing process to add details using their own experiences and events.
- answer questions to compare and contrast experiences of characters.
- make logical connections with drawings and dictations.
- demonstrate the command of the English language when speaking and writing, based on kindergarten level and content.

Unit Student

With prompting and support students will:

Learning Outcomes:

- recognize and identify upper and lower case letters.
- identify the evidence an author gives to support points in a text.
- recognize that texts have similar components that can be compared and contrasted (e.g., main ideas, details).
- create a detailed picture or story about a nonfiction topic and talk in detail about it.
- spell simple words phonetically and recognize and use punctuation.
- use illustration/writing to convey likes and dislikes about a familiar topic.
- use a combination of drawing, and writing to compose opinion pieces and state an opinion or preference (e.g., My favorite book is...).
- participate in discussions about their work.
- understand that their drawings and writings can convey meaning to an audience.
- respond orally to text with relevant questions and comments.
- recognize different types of genre (e.g. fiction, nonfiction, poetry).
- group words, pictures and/or objects by category.
- make connections and form a personal response to the speaker’s message.
- select and focus on a topic to research with prompts and scaffolds appropriate to grade level.
- select from a limited set of resources that provide information.
- demonstrate conventional penmanship, including using upper and lower-case letters, spacing and punctuation.
- identify and write about one specific topic (focus).
- write using illustrations and descriptive words (style).

Unit Essential Questions:

- How can I use the letters and words I know to help me communicate my story?
- What purpose is there to drawing pictures instead of writing words?
- How to letter patterns and letter sounds help me write words I do now know?
- How can I add details to make my writing more interesting?
- Using pictures and words writers can show others what they are thinking.
- Writers write to tell what is happening in a story.
- Writers organize their ideas to allow readers to explore and express knowledge.

Unit Big Ideas:

Unit Academic Vocabulary & Definitions:

- Fiction
- Nonfiction
- Poem
- Punctuation
- Opinion
- Similarities
- Differences

Custom Field 3:

Misconceptions

Students are unable to identify reasons an author gives to support a fact in the text.

Students may confuse the difference between what they know and what they have learned.

Proper Conceptions

With teacher support, students use text as a reference to support new knowledge.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.K.H (Introduced)	With prompting and support, identify the reasons an author gives to support points in a text.
CC.1.2.K.I (Introduced)	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 (Introduced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.2.K.K (Introduced)	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 (Introduced)	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.G (Introduced)	Make connections between the illustrations and the text in a story (read or read aloud).
CC.1.3.K.H (Introduced)	Compare and contrast the adventures and experiences of characters in familiar stories.
CC.1.3.K.I (Introduced)	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
CC.1.3.K.J (Introduced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
CC.1.3.K.K (Introduced)	Actively engage in group reading activities with purpose and understanding.
CC.1.4.K.A (Introduced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
CC.1.4.K.B (Introduced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
CC.1.4.K.C (Introduced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D (Introduced)	Make logical connections between drawing and dictation/writing.
CC.1.4.K.E (Introduced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.F (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.K.G (Introduced)	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H (Introduced)	Form an opinion by choosing between two given topics.
CC.1.4.K.I (Introduced)	Support the opinion with reasons.
CC.1.4.K.J (Introduced)	Make logical connections between drawing and writing.
CC.1.4.K.L (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.K.T (Introduced)	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

[\(Introduced\)](#)

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[\(Introduced\)](#)

[CC.1.4.K.X](#)

[\(Introduced\)](#)

[CC.1.5.K.A](#)

[\(Introduced\)](#)

[CC.1.5.K.B](#)

[\(Introduced\)](#)

[CC.1.5.K.C](#)

[\(Introduced\)](#)

[CC.1.5.K.D](#)

[\(Introduced\)](#)

[CC.1.5.K.E](#)

[\(Introduced\)](#)

[CC.1.5.K.G](#)

[\(Introduced\)](#)

produce and publish writing or in collaboration with peers.

Participate in individual or shared research projects on a topic of interest.

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

Write routinely over short time frames.

Participate in collaborative conversations with peers and adults in small and larger groups.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

Speak audibly and express thoughts, feelings, and ideas clearly.

Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Lesson Topic: Literary Text

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