



PLANNED COURSE OF STUDY

Course Title	Kindergarten English Language Arts
Grade Level	Kindergarten
Length of Course	One Year
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Course Description:

This planned Course of Study addresses the Common Core State Standards to create a model of literacy instruction focusing on all aspects of reading, writing, speaking, and listening while including content and concepts developmentally appropriate for Kindergarten students. This course will provide our children with a diverse selection of quality literature to build a firm foundation in English Language Arts.

Course Rationale:

Our English Language Arts program has been designed with emphasis on building literacy skills. By integrating content area topics, through various genres, students will apply phonemic awareness and phonics skills developed in learning to read and apply them in their quest to read to learn.



Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

What is Balanced Literacy?

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky's research. The framework is taught from the ideology of "I do, We do, You do." This pedagogical approach encourages every student to become independent readers and writers.

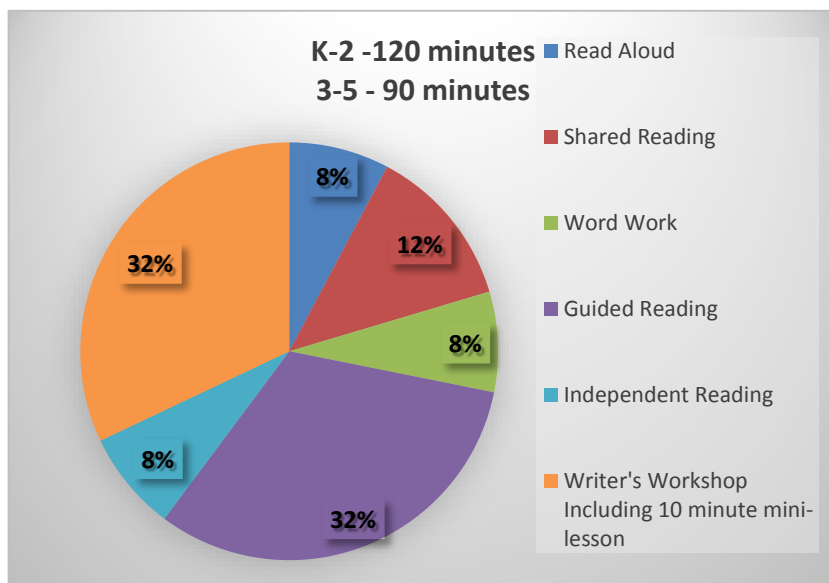
The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students' instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

The Components of the Balanced Literacy Framework include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer's Workshop (32%)

Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.





Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.

Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.

Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



Unit Title	September
Unit Description	Focus on Foundational Skills
Essential Questions & Enduring Understandings	<p>Why do letters have names and sounds?</p> <ul style="list-style-type: none">• Letters and sounds go together to make words. How do the illustrations and words tell a story?• People communicate thoughts and ideas in a variety of ways.• We can learn words from illustrations and text. How do people share their ideas about what they know and remember?• People learn to write from other writers.• We can share what we have learned from a story.

PA Core Standards
1.1.K.A-B, D 1.2.K. E-G, J, L 1.3.K.B, C, F, G, J, K 1.4.K.B-D, H, O, W, X 1.5.K.A. D. E

Key Unit Vocabulary	lowercase letters, uppercase letters, sight words, picture walk, title, author, illustrations, text, information, question, idea, experience, speak, listen, clearly, vowel, consonant
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills <ul style="list-style-type: none">○ Follow words left to right, top to bottom and page by page○ Recognize that spoken words are represented in written language by specific sequences of letters○ Understand that words are separated by spaces in print○ Recognize upper and lower case letters along with sounds for: <i>b, t, f, n, m, c, a, i, r, o</i>○ Read grade-level high-frequency sight words with automaticity: <i>yes, no, I, can, like</i>○ Demonstrate basic knowledge of one-to-one letter-sound correspondence○ Separate words with spaces in print○ Recognize that spoken words can be written by a specific sequence of letters○ Utilize proper book handling skills including using picture walks to help in predicting	Formative: Screen upper and lower case letter names All other skills - teacher observation Summative: DIBELS
Reading Informational & Literature <ul style="list-style-type: none">○ Ask and answer questions about unknown words○ Identify the title and author of a text○ Recognize the main idea of a text○ Introduce story structure (character, setting, problem, solution)○ Infer and predict while reading a story○ Recognize the connection that exists between the illustrations and the text○ Recognize that there are different genres○ Use new vocabulary○ Answer questions regarding key details in text○ Participate in read aloud activities	Formative: Teacher observation



<p>Writing</p> <ul style="list-style-type: none"> ○ Use writing grid for proper letter formation for the upper and lower case letters: <i>b, t, f, n, m, c, a, i, r, o</i> ○ Use proper pencil grip ○ Write left to right/ top to bottom ○ Participate in shared writing ○ Answer daily morning question ○ Draw, dictate, and write on one topic ○ Connect picture/text ○ Write names beginning with an uppercase letter ○ Introduce writing workshop 	<p>Summative: Collect writing sample</p> <p>Formative: Teacher observation</p>
<p>Speaking & Listening</p>	
<ul style="list-style-type: none"> ○ Share experiences and events ○ Recall information to answer a question 	<p>Formative: Teacher observation</p>

Resources for September

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
1						
2	b, t, f,	1-3 <u>Titch</u>	yes, no	<u>What Makes a Family</u> , Ryan		Individual or small group instruction
3	n, m, c	1-1 <u>Read-Aloud Rymes</u>	I, can	<u>How Dinosaurs Go to School</u> , Teague		
4	a, i, r, o	1-2 <u>I Love School!</u>	like	<u>What is Science?</u> Dotlich and Yoshikawa		

Cross-Curricular Connections

Science Read Alouds

- What's Alive
- How Do Apples Grow?

Social Studies Read Alouds

- The Kissing Hand
- Books about the community
- Do unto Otters, Bookflix



Unit Title	October
Unit Description	Focus on Foundational Skills through shared reading and writing
Essential Questions & Enduring Understandings	How can books teach us about ideas, places, people and things? <ul style="list-style-type: none">• It is important to understand what I listen to or what I read. Why does good listening take both our ears and our minds?• Good listeners ask and answer questions about stories they have heard.• We can share what we have learned from a story. How can we use the sounds we know to make words?• We can put letters together to make words.

PA Core Standards
1.1.K.A-E 1.2.K.C, E, F, G, J, K, L 1.3.K.B. D. F. G. I, J, K 1.4.K.A, B, C, D, F, H, J, L, O, R, W, X 1.5.K.A, D, E

Key Unit Vocabulary	rhyme, rhyming words, cover, connection, illustrator, fiction, prediction, informational text, capitalization, punctuation, period
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills <ul style="list-style-type: none">○ Follow words left to right, top to bottom, and page by page○ Recognize that spoken words are represented in written language by specific sequences of letters○ Understand that words are separated by spaces in print○ Recognize upper and lower case letter along with sounds for: <i>g, d, s, e, u, l, h, k, p, j, v, w, z, q, x, y</i>○ Review upper and lower case letters and sounds for: <i>b, t, f, n, m, c, a, i, r, o, g, d, s</i>○ Read grade-level high-frequency sight words with automaticity: <i>a, to, the, get, am, is, went, and</i>○ Recognize and produce rhyming words○ Separate words in a sentence○ Participate in shared reading of emergent-reader text with purpose and understanding○ Participate in writer’s workshop	Formative: Teacher observation Rescreen upper and lower case letter names
Reading Informational & Literature <ul style="list-style-type: none">○ Recognize the main idea and details in a text○ Answer questions regarding key details in text○ Identify and define the role of author and illustrator of a text○ Ask and answer questions about unknown or multiple meaning words○ Make connections between two ideas or pieces of information in a text○ Recognize the connection that exists between the illustrations and the text○ Use new vocabulary○ Participate in read aloud activities including making predictions○ Recognize that there are different genres	Formative: Teacher observation



<p>Writing</p> <ul style="list-style-type: none">○ Review writing grid for proper upper and lower case letter formation: <i>b, t, f, n, m, c, a, i, r, o</i>○ Use writing grid for proper upper and lower case letter formation: <i>g, d, s, e, u, l, h, k, p, j, v, w, z, q, x, y</i>○ Write left to right/ top to bottom○ Use word wall to spell sight words correctly○ Participate in shared writing with revising and editing○ Form an opinion by answering daily morning question○ Draw, dictate, and write informative/explanatory text○ Generate ideas and details on topic○ Draw, dictate, and write on one topic○ Connect picture/text○ Share experiences and events in the order in which they occur○ Recall information to answer a question○ Capitalize first word in sentence and pronoun <i>I</i>○ Recognize and use end punctuation○ Spell simple words phonetically	<p>Formative: Teacher observation</p>
<p>Speaking & Listening</p> <ul style="list-style-type: none">○ Participate in shared conversations○ Express thoughts, feelings and ideas clearly and with appropriate volume	<p>Formative: Teacher observation</p>



Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
5	g, d, s, e	1-4 <u>When I Get Bigger</u>	a, to	<u>Everybody Works</u> , Rotner & Kreisler		Individual or small group instruction
6	u, l, h, k	2-1 <u>City Signs</u>	the, am	<u>You Can Do It</u> <u>Curious George</u> , Clements		
7	p, j, v, w		is, get	<u>My Five Senses</u> , Aliko		
8	z, q, x, y		and, went			

Cross-Curricular Connections

Science Read Alouds

- From Seed to Pumpkin
- A Tree is a Plant
- Be a Friend to Trees
- Trees
- My Five Senses

Social Studies Read Alouds

- Fire, Fire!
- City Signs
- I Read Signs
- When I Get Bigger



Unit Title	November
Unit Description	Focus on learning from a story
Essential Questions & Enduring Understandings	<p>Why do authors write different kinds of stories?</p> <ul style="list-style-type: none"> • Authors write to inform, give opinions and entertain. Why is it important to pay attention to the details in the stories that you hear or read? • We can learn from words and illustrations in a text. • We can share what we learn from stories.

PA Core Standards
1.1.K.A-E 1.2.K.B, E-G, J-L 1.3.K.B, D, F, G, I, J, K 1.4.K.A-D, F, H-J, L, O, R, W, X 1.5.K.A-E, G

Key Unit Vocabulary	syllable, vocabulary, explain, label, opinion, inform, entertain, topic
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none"> ○ Follow words left to right, top to bottom, and page by page ○ Recognize that spoken words are represented in written language by specific sequences of letters ○ Understand that words are separated by spaces in print ○ Review letter recognition along with sounds ○ Read previously taught grade-level high-frequency sight words with automaticity and add: <i>see, we, to, me, you, have, play</i> ○ Recognize and produce rhyming words ○ Separate words in a sentence ○ Segment syllables in a word ○ Participate in shared reading of emergent-reader text with purpose and understanding 	<p>Summative Assessment: Upper and lower case letters Letter/Sound Relationships Recognize and generate rhyming words</p> <p>Formative: Teacher observation</p>



Reading Informational & Literature	
<ul style="list-style-type: none">○ Answer questions regarding key details in text○ Identify and define the role of author and illustrator of a text○ Ask and answer questions about unknown or multiple meaning words○ Recognize the connection that exists between the illustrations and the text○ Use new vocabulary○ Participate in read aloud activities including making predictions○ Identify character, setting, problem and solution○ Understand feelings and actions of characters○ Recognize there are different genres	Formative: Teacher observation
Writing	
<ul style="list-style-type: none">○ Review writing grid for proper letter formation○ Write left to right/ top to bottom○ Use word wall to spell sight words properly○ Participate in Writer's Workshop○ Form an opinion by answering daily morning question and support opinion verbally○ Draw, dictate, and write informative/explanatory text○ Generate ideas and details on topic○ Draw, dictate, and write on one topic○ Connect picture/text through labeling○ Share experiences and events○ Recall information to answer a question○ Capitalize first word in sentence and pronoun <i>I</i>○ Recognize and use end punctuation○ Spell simple words phonetically	Formative: Teacher observation



Speaking & Listening	
<ul style="list-style-type: none"> ○ Participate in shared conversations ○ Express thoughts, feelings and ideas clearly and with appropriate volume ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood 	Formative: Teacher observation

Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
9	2-1 Uppercase A-H	2-2 <u>Red is A Dragon</u>	play, see	<u>Freight Train</u> , Crews	<u>Truck</u> : Crews	Individual or small group instruction
10	2-2 Uppercase I-P	2-3 <u>Round is A Moon Cake</u>	me, you	<u>Mouse Shapes</u> , Walsh		
11	2-3 Uppercase Q-Z		we, have	<u>Turtle Splash!</u> , Falwell		
12	Assessment					

Cross-Curricular Connections

Science Read Alouds

- Where are the Night Animals?
- How Do Birds Find their Way?

Social Studies Read Alouds

- Books referencing Thanksgiving, Veteran's Day, and Election Day

Math Read Alouds

- Round as a Mooncake



Unit Title	December
Unit Description	Focus on story elements
Essential Questions & Enduring Understandings	<p>How does knowing the character, setting, problem and solution in a story assist in retelling?</p> <ul style="list-style-type: none"> • Stories have characters, setting and events. How do illustrations and words help tell the story? • Illustrations provide details to support and enhance the text. • Stories have a sequence.

PA Core Standards
<p>1.1.K.A-E 1.2.K.B, C, E, F, G, I, J, K, L 1.3K. A-D, F-K 1.4.K.A-J, L, O, R, W 1.5.K.A, C, D, E, G</p>

Key Unit Vocabulary	similar, different, character, setting, problem, solution, retell, volume, audience, question mark, exclamation point
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none"> ○ Follow words left to right, top to bottom, and page by page ○ Recognize that spoken words are represented in written language by specific sequences of letters ○ Understand that words are separated by spaces in print ○ Read previously taught grade-level high-frequency sight words with automaticity and add: <i>come, with, my, what, are, at, said, will, saw</i> ○ Separate words in a sentence ○ Segment the number of syllables in a word ○ Read emergent-reader text with purpose and understanding 	<p>Formative - teacher observation, all other skills</p> <p>Summative: upper and lower case letter formation and numbers 0-9</p>



Reading Informational & Literature	
<ul style="list-style-type: none">○ Answer questions about key details in an informative text○ Recognize the connection that exists between the illustrations and the text○ Recognize the connection that exists between information in a text○ Use new vocabulary○ Identify similarities and differences between two texts○ Identify and define the role of author and illustrator of a text○ Ask and answer questions about unknown or multiple meaning words○ Participate in read aloud activities including making predictions○ Identify character, setting, problem, solution and major events in proper sequence○ Compare and contrast characters in different stories○ Recognize there are different genres	<p>Summative: Literature Assessments</p> <p>Formative: teacher observation - all other skills</p>



<p>Writing</p> <ul style="list-style-type: none">○ Use writing grid for proper letter formation○ Write left to right/ top to bottom○ Use word wall to spell sight words correctly○ Participate in Writer's Workshop○ Form an opinion by answering daily morning question and support verbally○ Draw, dictate, and write opinion pieces○ Draw, dictate, and write informational/ explanatory text○ Edit for end marks and capitalization○ Generate ideas and details on topic○ Draw, dictate, and write about experiences and events○ Capitalize first word in sentence and pronoun <i>I</i>○ Recognize and use end punctuation○ Spell simple words phonetically	<p>Formative: Teacher observation</p>
<p>Speaking & Listening</p>	
<ul style="list-style-type: none">○ Participate in shared conversations○ Express thoughts, feelings and ideas clearly and with appropriate volume○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood	<p>Formative: Teacher observation</p>



School District of Springfield Township

Montgomery County, PA

Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
13	3-1	2-9 <u>My Favorite Bear</u>	come, with, my	<u>Snow</u> , Stojic	<u>Little Bear</u> , Minarik; <u>Lunch</u> , Fleming;	Individual or small group instruction
14	3-2	2-6 <u>I Love My Hair</u>	what, are, at	<u>Please, Puppy</u> , <u>Please Lee</u> and Lee	<u>The</u>	
15	Review		said, will, saw	<u>What Do Wheels Do</u> <u>All Day?</u> Prince	<u>Gingerbread</u>	
16	Winter Break				<u>Boy</u> , Galdone; <u>Gingerbread</u> <u>Friends</u> , Brett *Any Gingerbread books	

Cross-Curricular Connections

Science Read Alouds

- Snow is Falling

Social Studies Read Alouds

- Books about winter holidays



Unit Title	January
Unit Description	Focus on becoming independent readers
Essential Questions & Enduring Understandings	<p>How does reading help us learn?</p> <ul style="list-style-type: none"> We can find facts and ideas from stories we read. What do we need to do to become good readers? Readers use what they already know to understand stories. Readers use strategies to read a text.

PA Core Standards
<p>1.1.K.A, B, C, D, E</p> <p>1.2.K.A, B, C, E, F, G, H, I, J, K, L</p> <p>1.3.K.A, B, C, D, F, G, H, I, J, K</p> <p>1.4.K.A, B, C, D, E, F, G, H, I, J, L, O, R, W, X</p> <p>1.5.K.A, B, C, D, E, G</p>

Key Unit Vocabulary	main idea, details, event, blend, segment, CVC word, revise, edit
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none"> Follow words left to right, top to bottom, and page by page Read previously taught grade-level high-frequency sight words with automaticity and add: <i>little, he, she, of, so, this, on, your, our</i> Segment letter sounds in CVC (consonant, vowel, consonant) words Blend letter sounds to read CVC words Blend and segment onsets and rimes in CVC words Participate in shared reading of emergent-reader text with purpose and understanding 	<p>Summative: Sight word assessment Benchmark using Fountas & Pinnell Kit</p> <p>DIBELS</p>



Reading Informational & Literature	
<ul style="list-style-type: none">○ Use strategies: picture clues, initial sounds, reading for meaning○ Identify main idea and key details of a text○ Ask and answer questions about unknown or multiple meaning words○ Recognize the connection that exists between information in a text○ Use new vocabulary○ Identify the reasons the author gives to support points in a text○ Participate in read aloud activities including making predictions○ Identify character, setting, problem, solution and major events in proper sequence○ Identify similarities and differences between two texts○ Compare and contrast characters in different stories○ Recognize there are different genres	Summative: Benchmark using Fiction Text up to Level C, then alternate between fiction and informational text
Writing	
<ul style="list-style-type: none">○ Use word wall to spell sight words correctly○ Participate in Writer's Workshop○ Edit for end marks and capitalization○ Generate ideas and details on topic○ Draw, dictate, and write opinion, informative and narrative pieces○ Connect picture/text○ Share experiences and events○ Capitalize first word in sentence and pronoun <i>I</i>○ Recognize and use end punctuation○ Spell simple words phonetically	..



Speaking & Listening	
<ul style="list-style-type: none"> ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood ○ Ask and answer questions about key details, and main idea in a text 	Formative: Teacher observation

Resources for this Unit

Week	Phonics <i>Foundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
17	3-3	2-8 <u>My Friends</u>	he, she	<u>Jump into January, Blackstone & Carluccio</u>	<u>The Mitten</u> , Brett <u>Owl at Home</u> , Lobel	Fountas & Pinnell Benchmark Kit
18	3-4		little, of	<u>The Handiest Things in the World</u> , Clements		Guided Reading library
19	Review		our, this	<u>Sheep Take a Hike</u> , Shaw		
20	Assessment	open week	on, your, so			

Cross-Curricular Connections

Science Read Alouds

- Animals in Winter

Social Studies Read Alouds

- Martin Luther King, Jr. biography
- Whoever You Are
- We are all Alike; We are all Different
- Books focusing on trip around the world



Unit Title	February
Unit Description	Focus on becoming independent writers
Essential Questions & Enduring Understandings	How do we use writing to help us learn? <ul style="list-style-type: none">• We write for different purposes and in different ways.• We share our stories to learn from each other. What do we need to do to become good writers?• We need to write often and be willing to revise and edit.

PA Core Standards
1.1.K.C-E 1.2.K.A-C, E-K 1.3.K.A-D, F-K 1.4.K.A-F, J, L-P, R, T, W, X 1.5.K.A-E, G

Key Unit Vocabulary	author's purpose, genre, describing word
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none">○ Read previously taught grade-level high-frequency sight words with automaticity and add: <i>in, be, that, go, here, for, they, up, out</i>○ Segment letter sounds in CVC words○ Blend letter sounds to read CVC words○ Blend and segment onsets and rimes in CVC words○ Read emergent-reader text with purpose and understanding	Formative: Teacher observation



Reading Informational & Literature	
<ul style="list-style-type: none">○ Use strategies: picture clues, initial sounds, tap it out, reading for meaning○ Identify main idea and key details of a text○ Ask and answer questions about unknown or multiple meaning words○ Recognize the connection that exists between information in a text○ Use new vocabulary○ Identify the reasons the author gives to support points in a text○ Recognize author's purpose○ Participate in read aloud activities including making predictions and retelling with a beginning, middle and end○ Identify character, setting, problem, solution and major events in the order in which they occur○ Compare and contrast characters in different stories○ Identify similarities and differences between two texts○ Recognize there are different genres	Formative: Teacher observation
Writing	
<ul style="list-style-type: none">○ Use word wall to spell sight words correctly○ Participate in Writer's Workshop○ Revise using descriptive words○ Edit for end marks and capitalization○ Generate ideas and details on topic○ Draw, dictate, and write informational, narrative and opinion pieces○ Share experiences and events in sequence (first, next, last)○ Spell simple words phonetically	Formative: Teacher observation



Speaking & Listening	
<ul style="list-style-type: none"> ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood ○ Ask and answer questions about key details, and main idea in a text 	Formative: Teacher observation

Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
21	4-1		in, be	<u>What a Beautiful Sky</u> , Canetti		Guided Reading library
22	Review		that, go	<u>Kitten's First Full Moon</u> , Henkes		
23	4-2	<u>Cookie's Week</u>	here, for			
24	Review	4.1 <u>Airport</u>	they, up, out	<u>One of Three</u> , Johnson		

Cross-Curricular Connections

Science Read Alouds

- A Weed is a Flower
- Air is all Around You
- The Big Dipper

Social Studies Read Alouds

- A Weed is a Flower
- A Story, A Story
- Lon Po Po
- Paper Crane
- Books about President's Day, Black History Month

Math Read Alouds

- Books about the 100th day
- Books focusing on trip around the world



Unit Title	March
Unit Description	Focus on Word Study
Essential Questions & Enduring Understandings	How does studying words help me become a better reader and writer? <ul style="list-style-type: none"> • Words can have patterns • Vowels have more than one sound • Words can have more than one meaning

PA Core Standards
1.1.K.C-E 1.2.K.A-C, E-L 1.3.K.A-D, F-K 1.4.K.A-F, K, L-O, R, T, U, V, W, X 1.5.K.A-E, G

Key Unit Vocabulary:	word family, short vowel, long vowel, chunking, multiple meaning words
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none"> ○ Read previously taught grade-level high-frequency sight words with automaticity and add: <i>make, it, us, say, was, then, good, ate, put</i> ○ Segment letter sounds in CVC words ○ Blend letter sounds to read CVC words ○ Blend and segment onsets and rimes in CVC words ○ Read emergent-reader text with purpose and understanding ○ Distinguish between long and short vowel sounds ○ Build short vowel word families (-at, -ap) ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ (ie. fin-fig-fog-log-leg) 	Formative: Teacher observation Summative: Blending CVC words Segmenting CVC words



<p>Reading Informational & Literature</p> <ul style="list-style-type: none">○ Use strategies: picture clues, initial sounds, tap it out, reading for meaning, chunking, skip it and go on○ Identify main idea and key details of a text○ Ask and answer questions about unknown or multiple meaning words○ Recognize author's purpose○ Recognize the connection that exists between information in a text○ Use new vocabulary○ Identify the reasons the author gives to support points in a text○ Participate in read aloud activities including making predictions and retelling with a beginning, middle and end○ Identify character, setting, problem, solution and major events in the order in which they occur○ Compare and contrast characters in different stories○ Identify similarities and differences between two texts○ Recognize there are different genres	<p>Formative: Teacher observation</p>
<p>Writing</p> <ul style="list-style-type: none">○ Use word wall to spell sight words correctly○ Participate in Writer's Workshop○ Revise using descriptive words○ Edit for end marks and capitalization○ Draw, dictate, and write informational and narrative text○ Generate ideas and details on topic○ Share experiences and events in correct sequence (first, next, last)○ Responds to questions and suggestions from peers○ Spell simple words phonetically	<p>Formative: Teacher observation</p>



Speaking & Listening	
<ul style="list-style-type: none"> ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood ○ Ask and answer questions about key details, and main idea in a text 	Formative: Teacher observation

Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
25	4-3	3-4 <u>When Sophia Gets Angry...</u>	make, say	<u>Move</u> , Jenkins & Page	<u>Pancakes for Breakfast</u> , de Paola <u>Green Eggs & Ham</u> , Dr. Seuss	Guided Reading library
26	4-4	4-2 <u>Mr. Santizo</u>	then, good	<u>Mice Squeak, We Speak</u> , dePaola	<u>Are You My Mother</u> , Eastman	
27	4-5	4-3 <u>I Like Pasta</u>	ate, put	<u>What Do You Do With a Tail Like This?</u> Jenkins & Page	<u>Put Me in the Zoo</u> , Lopshire	
28	Review	2-10 <u>Feelings</u>	it, us, was	<u>Atlantic</u> , Karas		

Cross-Curricular Connections

Science Read Alouds

- Amazing Whales,

Social Studies Read Alouds

- Books focusing on trip around the world



Unit Title	April
Unit Description	Focus on Speaking, Listening, and Responding to Stories
Essential Questions & Enduring Understandings	<p>Why should good speakers and writers include good details while they are speaking?</p> <ul style="list-style-type: none"> • Good speakers and writers share their ideas in complete thoughts. • Good speakers and writers share information in proper sequence. Why do we listen to each other's stories? • Good listeners and readers learn new ideas and ask questions. • Good listeners and readers are entertained by stories.

PA Core Standards
<p>1.1.K.C, D, E 1.2.K.A, B, C, E, F, G, H, I, J, K, L 1.3.K.A, B, C, D, E, F, G, H, I, J, K 1.4.K.E, M, N, O, P, R, T, U, V, W, X 1.5.K.A, B, C, D, E, G</p>

Key Unit Vocabulary	poem, poetry, sequence, reaction, research, publish
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none"> ○ Read previously taught grade-level high-frequency sight words with automaticity and add- <i>all, by, do, help, ask, look, day, walk, very</i> ○ Read emergent-reader text with purpose and understanding ○ Segment letter sounds in CVC words ○ Blend letter sounds to read CVC words ○ Blend and segment onsets and rimes in CVC words ○ Distinguish between long and short vowel sounds ○ Build short vowel word families (-in, -ig, -op, -ot) ○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ (ie. fin-fig-fog-log-leg) 	<p>Formative: Teacher observation</p>



Reading Informational & Literature	
<ul style="list-style-type: none">○ Use strategies: picture clues, initial sounds, tap it out, reading for meaning, chunking, skip it and go on○ Identify main idea and key details of a text○ Ask and answer questions about unknown or multiple meaning words○ Recognize the connection that exists between information in a text○ Use new vocabulary○ Recognize author's purpose○ Participate in read aloud activities including making predictions and retelling with a beginning, middle and end○ Identify character, setting, problem, solution and major events in which they occur○ Compare and contrast characters in different stories○ Identify similarities and differences between two texts○ Recognize there are different genres	Formative: Teacher observation



Writing	
<ul style="list-style-type: none"> ○ Use Word Wall to spell sight words correctly ○ Participate in Writer’s Workshop ○ Draw, dictate, and write a narrative ○ Generate ideas and details on topic ○ Share experiences and events in a sequential order and provide a reaction to what happened ○ Revise using descriptive words ○ Respond to questions and suggestions from peers ○ Recognize, use and edit for end marks and capitalization ○ Spell simple words phonetically ○ Participate in a research project ○ Produce and publish a shared writing using digital tools 	Formative: Teacher observation
Speaking & Listening	
<ul style="list-style-type: none"> ○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood ○ Ask and answer questions about key details, and main idea in a text 	Formative: Teacher observation

Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
29	5-1	5-1 Poetry	all, day	<u>Pie in the Sky.</u> Ehlert		Guided Reading library
30	5-2	5-2 Poetry	by, help, ask	<u>Zinnia’s Flower Garden,</u> Wellington		
31	5-3	5-3 Poetry	do, look	<u>From Caterpillar to Butterfly,</u> Heiligman		
32	5-4	<u>I Went Walking.</u> Williams	walk, very			



School District of Springfield Township

Montgomery County, PA

Cross-Curricular Connections

Science Read Alouds

- How A Seed Grows
- Bugs are Insects
- A Nest Full of Eggs

Social Studies Read Alouds

- Books focusing on trip around the world



School District of Springfield Township

Montgomery County, PA

Unit Title	May/June
Unit Description	Focus on Building Stamina in Literacy
Essential Questions & Enduring Understandings	<p>What can we do to become an independent reader?</p> <ul style="list-style-type: none">• Readers use strategies to make meaning.• Readers read every day.• Readers make connections to self, world and text. What can we do to become an independent writer?• Writers communicate thoughts and ideas daily in a variety of ways.• Writers reflect on their text. What can we do to become better speakers and listeners?• Speakers share information on topic.• Listeners thoughtfully ask and answer questions on topic.

PA Core Standards
1.1.K.C-E 1.2.K.A-C, E-L 1.3.K.A-K 1.4.K.A-F, J, L-P, T-X 1.5.K.A-E, G

Key Unit Vocabulary	portfolio
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Foundational Skills	
<ul style="list-style-type: none">○ Read previously taught grade-level high-frequency sight words with automaticity. Add- <i>from, but, them, must, when, just</i>○ Read emergent-reader text with purpose and understanding.○ Segment letter sounds in CVC words○ Blend letter sounds to read CVC words○ Blend and segment onsets and rimes in CVC words○ Distinguish between long and short vowel sounds○ Build short vowel word families (-ug, -ust, -et, -en)○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ (ie. fin-fig-fog-log-leg)	Summative: Sight Word Assessment DIBELS
Reading Informational & Literature	
<ul style="list-style-type: none">○ Use strategies: picture clues, initial sounds, reading for meaning, chunking, skip it and go on○ Identify main idea and key details of a text○ Answer questions about key details in a text○ Ask and answer questions about unknown or multiple meaning words○ Use new vocabulary○ Participate in read aloud activities including making predictions and retelling with a beginning, middle and end○ Identify the reasons the author gives to support points in a text○ Identify similarities and differences between two texts○ Recognize there are different genres	Summative: Benchmarking using informational text ~alternate between fiction and informational beyond C Literature Assessment



<p>Writing</p> <ul style="list-style-type: none">○ Participate in Writer’s Workshop○ Generate ideas and details on topic○ Draw, dictate, and writes a narrative○ Draw, dictate, and write on one topic○ Share experiences and events in a sequential order and provide a reaction to what happened○ Revise using descriptive words○ Respond to questions and suggestions from peers○ Recognize, use and edit for end marks and capitalization○ Use word wall to spell sight words properly○ Recall information to answer a question○ Spell simple words phonetically○ Participate in a research project○ Produce and publish a shared writing using digital tools	<p>..</p>
<p>Speaking & Listening</p> <ul style="list-style-type: none">○ Ask and answer questions in order to seek help, get information, or clarify something that is not understood○ Ask and answer questions about key details, and main idea in a text○ Ask and answer questions about a topic in writing or in conversation	<p>Formative: Teacher Observation</p>



Resources for this Unit

Week	Phonics <i>Fundations</i>	Writing <i>Being a Writer</i>	Word Wall	Shared Reading	Read Aloud	Guided Reading
33	5-5	Unit 6 Revisiting the Writing Community Part 1	from, but	<u>Chameleon</u> , <u>Chameleon</u> Cowley	<u>Hi Fly Guy</u> , Arnold* <u>Frog and Toad Together</u> , Lobel	Fountas & Pinnell Benchmark Kit Guided Reading library
34	5-6	Unit 6 Revisiting the Writing Community Part 2	them, must	<u>Curious George's Dinosaur Discovery</u> , H.A. Rey		
35	Review	Review	when, just	<u>Leo the Late Bloomer</u> , Kraus*		
36	Assess	Assess		<u>Look at Us</u> , Campay		
37	Culminating Activities	Portfolio Review		<u>Miss Bindergarten Celebrates the Last Day of Kindergarten</u> , Slate		
38	Culminating Activities	Portfolio Review				

Cross-Curricular Connections

Science Read Alouds

- What's it like to be a fish?, Pfeffer
- Starfish, Hurd
- From Tadpole to Frog, Pfeffer
- What Color is Camouflage, Otto
- Fireflies in the Night, Alexander

Social Studies Read Alouds

- A is for America
- America is
- Books focusing on trip around the world