

# Curriculum Map: Common Core Kindergarten Language Arts

Course: READING Subtopic: Reading

Grade(s): None specified

**Course Description:** Students in Kindergarten build knowledge and skills in the English Language Arts through Foundational Skills of Reading , Reading Literature, Reading Informational Texts, Writing, Speaking & Listening and Conventions of Language through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. They develop knowledge of letters, words and sounds so that they can read simple sentences. They identify basic facts and ideas to show their comprehension of what they read, hear and view. They learn comprehension strategies such as making predictions to understand text and listening and responding to both fiction and nonfiction texts. Students learn basic story elements including setting, characters and important events as well as how to retell familiar stories. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations-- as part of a whole class, in small groups, and with a partner. Students also learn to write words and brief sentences that are legible using their developing alphabetic knowledge.

**Course Textbooks, Workbooks, Materials Citations:** Harcourt School Publishers STORY TOWN (Theme units books, Decodable, Leveled Readers, Phonics workbook, Practice book, High frequency/sight word cards, picture cards, robust vocabulary words)  
Alphabet chart/poster  
Scholastic Newspaper/Time for Kids  
Writing Journal  
Kid writing Posters  
Word Wall  
Letter Tile  
**On line resources**  
Head Sprout  
Star fall  
Pinterest  
Hubbards Cupboards

## Unit: Unit 1 Foundational Skills of Reading

**Unit/Module Description:** Effective readers use appropriate strategies to construct meaning. Students will be able to independently use their learning to:  
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 idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

**Unit/Module Big Ideas:** Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Unit/Module Essential Questions:** How do strategic readers use appropriate strategies to construct meaning?

**Unit/Module Key Terminology & Definitions:** **Act** – a main part of a play, such as the beginning, middle, or end

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Pronoun** – a word that takes the place of a noun

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Subject** – the noun that is the subject of a sentence

**Suffix** – a group of letters added to the end of a root word to form a new word

**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

- \* Utilize book handling skills. Communicate “the end” after the last page of the book.
- \* Recognizing the beginning of text. Follow words left to right, top to bottom, and left page to right page.
- \*Recognize that spoken words are represented in written language.
- \*Recognize a one to one match between voice and print.
- \*Understand that words are separated by spaces in print.
- \* Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters.
- \* Identify punctuation marks .
- \* 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.
- \* Demonstrate basic knowledge of one to one letter sound correspondence.
  - \* Associate the long and short sounds with common spellings for the five major vowels.
- \*Read grade level high frequency sight words with automaticity.
  - \* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- \* Read emergent reader text with purpose and understanding.

**Unit/Module  
Student  
Performance  
Tasks:**

Optional

**Unit/Module  
Materials:**

Books  
Letter tile  
word wall

**Unit/Module  
Assignments:**

Optional

**Unit/Module  
Notes:**

Optional

**Unit/Module**

**Instructional Procedures & Activities:** Optional

**STANDARDS**

STATE: [Pennsylvania Learning Standards for Early Childhood - Kindergarten](#)

- [1.1.A \(Advanced\)](#) Develop book/print knowledge and conventions (turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page, print represents language])
- [1.1.B \(Advanced\)](#) Develop sentence awareness/word awareness
- [1.1.C \(Advanced\)](#) Discriminate words and sounds
- [1.1.D \(Advanced\)](#) Discriminate, identify, and produce rhyming words and alliteration
- [1.1.E \(Advanced\)](#) Segment phonemes to form words

**Lesson Topic: Phonemic Awareness**

**Core**

**Lesson/Topic Description:** Syllables, rhyming words, segment syllables, onset rimes, initial, medial, ending sounds.

**Core**

**Lesson/Topic Big Ideas:** Students will gain knowledge in phonological awareness

**Core**

**Lesson/Topic Essential Questions:** How do strategic readers use appropriate strategies to construct meaning?

**Core**

**Lesson/Topic Key Terminology & Definitions:**

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**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

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

**Core Lesson/Topic Instructional Procedures & Activities:**

- \*Read rhymes, create rimes, recognize and produce rhyming words
- \*distinguish rhyming words from non-rhyming words
- \* blend onsets and rimes
- \*divide spoken sentences into individual words,
- \*track and count words in spoken sentences,
- \*combine syllables to say words,
- \*count the number of syllables in a word,
- \*identify, segment, and delete syllables in words
- \*divide, and count words in a spoken sentence
- \* segment and blend syllables in words
- \* identify groups of words with the same beginning sounds
- \* blend syllables to say words
- \* isolate the initial sound in words
- \* segment words into syllables
- \* delete syllables from words
- \* isolate and identify the initial sound in words
- \* isolate and identify the final sound in words
- \* segment words into syllables
- \* delete syllables from words
- \* isolate and identify the middle sound in words
- \* blend sounds and say words

**Core Lesson/Topic Materials:**

Listening.

**Core Lesson/Topic Assignments:**

Optional

**Core Lesson/Topic Notes:**

optional

**Lesson Topic: Book Handling**

**Core Lesson/Topic Description:**

Utilize book handling skills

**Core Lesson/Topic Big Ideas:**

Students learn book handling, (top and bottom of book, front and back of book) print concepts, (left to right progression), phonological awareness, phonics and high frequency word recognition and fluency.

**Core Lesson/Topic Essential Questions:**

How do strategic readers use appropriate strategies to construct meaning?

**Core Lesson/Topic Key Terminology & Definitions:**

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

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**Stanza** – a set of lines in a poem

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**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

- \* Utilize book handling skills. Communicate “the end” after the last page of the book.
- \* Recognizing the beginning of text. Follow words left to right, top to bottom, and left page to right page.
- \*Recognize that spoken words are represented in written language.
- \*Recognize a one to one match between voice and print.
- \*Understand that words are separated by spaces in print.
- \* Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters.
- \* Identify punctuation marks .

**Core Lesson/Topic Instructional Procedures & Activities:**

Display book and discuss the front cover, back cover, top, bottom, author, illustrator, title, track words and show left to right progression.

**Core Lesson/Topic Materials:**

Big books and student books.

**Core Lesson/Topic Assignments:**

Optional

**Core Lesson/Topic Notes:**

Optional



## Lesson Topic: Print concepts

<b>Core Lesson/Topic Description:</b>	Identify basic features of print. Differentiate between numbers and letters and words. Recognize and name some upper and lower case letters of the alphabet.
<b>Core Lesson/Topic Big Ideas:</b>	Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.
<b>Core Lesson/Topic Essential Questions:</b>	How do strategic readers use appropriate strategies to construct meaning?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,</p> <p><b>Act</b> – a main part of a play, such as the beginning, middle, or end</p> <p><b>Adjective</b> – a word that describes a noun</p> <p><b>Adverb</b> – a word that describes a verb</p> <p><b>Antonyms</b> – words that have the opposite meaning</p> <p><b>Article</b> – a word that tells you whether a noun is definite or indefinite</p> <p><b>Capital Letter</b> – and “upper-case” letter</p> <p><b>Capitalize</b> – to make the first letter in a word a capital letter</p> <p><b>Cause</b> – the reason something happens; leads to an effect</p> <p><b>Character</b> – a person in a story</p> <p><b>Comma</b> – a special mark used to separate items in a list</p> <p><b>Compare</b> – look for things that are the same about two sentences, passages, or topics</p> <p><b>Concluding Sentence</b> – a sentence that ends a paragraph and sums up its main point</p> <p><b>Context</b> – the text surrounding a word or sentence</p> <p><b>Contrast</b> – to find things that are different about two sentences, passages, or topics</p> <p><b>Definite Article</b> – tells you exactly which person, place, or thing you are talking about</p> <p><b>Detail</b> – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p><b>Dialogue</b> – the spoken lines characters say to each in a drama</p> <p><b>Drama</b> – a story that is written to be performed on a stage, such as a play</p> <p><b>Effect</b> – the result of a cause</p> <p><b>Exaggeration</b> – saying that something is more than what it is</p> <p><b>Fact</b> – a statement that is always true</p> <p><b>Fiction</b> – stories that are made-up; events in fictional stories did not really happen</p> <p><b>Heading</b> – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p><b>Homographs</b> – words that are spelled the same, but that have different meanings</p> <p><b>Homophones</b> – words that sound the same, but that have different meanings and spellings</p> <p><b>Indefinite Article</b> – an article that does not tell you exactly which person, place, or thing you are talking about</p>

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

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**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

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**Core  
Lesson/Topic  
Student  
Learning  
Outcomes:**

- \* Recognizing the beginning of text. Follow words left to right, top to bottom, and left page to right page.
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- \*Understand that words are separated by spaces in print.

- \* Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters.
- \* Identify punctuation marks .

**Core Lesson/Topic Instructional Procedures & Activities:** Optional

**Core Lesson/Topic Materials:** Optional

**Core Lesson/Topic Assignments:** Optional

**Core Lesson/Topic Notes:** Optional

**Lesson Topic: phonics and word recognition**

**Core Lesson/Topic Description:** Develop beginning phonics and word skills. Associate some letters with their names and sounds, blending sounds to make words. Identify familial words and environmental print.

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**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Subject** – the noun that is the subject of a sentence

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**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Core**

**Lesson/Topic  
Student  
Learning  
Outcomes:**

- \*Recognize that spoken words are represented in written language.
- \*Recognize a one to one match between voice and print.
- \*Understand that words are separated by spaces in print.
- \* Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters.
- \*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.
- \* Demonstrate basic knowledge of one to one letter sound correspondence.
  - \* Associate the long and short sounds with common spellings for the five major vowels.
- \*Read grade level high frequency sight words with automaticity.
  - \* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- \* Read emergent reader text with purpose and understanding.

**Core  
Lesson/Topic  
Instructional  
Procedures &  
Activities:**

Optional

**Core  
Lesson/Topic  
Materials:**

Optional

**Core  
Lesson/Topic  
Assignments:**

Optional

**Core  
Lesson/Topic  
Notes:**

Optional

**Lesson Topic: Fluency**

**Core  
Lesson/Topic  
Description:**

Read emergent reader text with purpose and understanding.

**Core  
Lesson/Topic  
Big Ideas:**

Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Core  
Lesson/Topic  
Essential  
Questions:**

How do strategic readers use appropriate strategies to construct meaning?

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

**Act** – a main part of a play, such as the beginning, middle, or end

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

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**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

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**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

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**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

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**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Core  
Lesson/Topic  
Student  
Learning  
Outcomes:**

- \* Utilize book handling skills. Communicate “the end” after the last page of the book.
- \* Recognizing the beginning of text. Follow words left to right, top to bottom, and left page to right page.
- \*Recognize that spoken words are represented in written language.
- \*Recognize a one to one match between voice and print.
- \*Understand that words are separated by spaces in print.
- \* Understand that a word is made up of a specific sequence of letters. Identify all upper and lower case letters.
- \* Identify punctuation marks .
- \* 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.
- \* Demonstrate basic knowledge of one to one letter sound correspondence.
- \* Associate the long and short sounds with common spellings for the five major vowels.
- \*Read grade level high frequency sight words with automaticity.
- \* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- \* Read emergent reader text with purpose and understanding.

**Core  
Lesson/Topic  
Instructional  
Procedures &  
Activities:**

Optional

**Core Lesson/Topic Materials:** Optional

**Core Lesson/Topic Assignments:** Optional

**Core Lesson/Topic Notes:** Optional

## Unit: Unit 2 Reading Informational

**Unit/Module Description:** Students read, understand and respond to informational text with an emphasis on comprehension, vocabulary acquisition and making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Unit/Module Big Ideas:**

- \* Effective readers use appropriate strategies to construct meaning.
- \* An expanded vocabulary enhances one's ability to express ideas and information.
- \* Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- \* Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- \* Listening provides the opportunity to learn, reflect, and respond.
- \* Spoken language can be represented in print.
- \* Effective use of vocabulary builds social and academic knowledge

**Unit/Module Essential Questions:**

- \* How do strategic readers create meaning from informational and literary text?
- \* What is this text really about?
- \* How does interaction with text provoke thinking and response?

**Unit/Module Key Terminology & Definitions:** after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

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**Character** – a person in a story

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**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage



**Dialogue** – the spoken lines characters say to each in a drama

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**Effect** – the result of a cause

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**Fact** – a statement that is always true

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**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

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**Pattern** – something repeated over and over again

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**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module Student Learning Outcomes:**

- \*Answers questions to describe the relationship between illustrations and the text in which they appear.
- \*With prompting and support, identify the reasons an author gives to support points in a text.
- \*With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

**Unit/Module Student Performance Tasks:**

optional

**Unit/Module Materials:**

Big Books, Decodable books, various nonfiction books, graphic organizers.  
Big Books  
Decodable books  
various nonfiction books  
Storytown Resources  
Leveled Readers  
Harcourt website  
letter cards  
phoneme maps  
Headsprout  
Star Fall website  
various centers  
games  
word wall  
word cards

**Unit/Module Assignments:**

op

**Unit/Module Notes:**

optional

**Unit/Module Instructional Procedures & Activities:**

- \* summarize a story by telling the important things that happen.
- \* use clues in the words and pictures to make a prediction about what will happen next.
- \* reread parts of the story that may be confusing or parts they don’t remember well.
- \* authors and illustrators sometimes give clues about things that are happening in the story without putting the information in the story’s words.
- \* use clues from the author to understand information in a book
- \* Some stories are realistic because the things that happen in them could happen in real life.
- \* Some stories are fantasies because the things that happen in them couldn’t happen in real life.
- \* what happens in different parts of a story can help them understand and remember what they read.
- \* the setting of a story is where and when the story takes place. The words and the pictures can help you figure out the setting of the story.
- \* a story has a beginning, middle, and ending. Remembering the important things that happen in the beginning, middle, and ending of a story will help to understand the story.
- \* The people or the animals in a story are the characters.

**STANDARDS**

STATE: Pennsylvania Learning Standards for Early Childhood - Kindergarten

[1.1.L \(Advanced\)](#)

Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)

[1.1.M \(Advanced\)](#)

Listen to new vocabulary in multiple contexts in order to understand new words and concepts

[1.1.N \(Advanced\)](#)

Discuss unknown words and word meanings

[1.2.A \(Advanced\)](#)

Determine important ideas and messages in informational texts

[1.2.C \(Advanced\)](#)

Identify features of informational texts and use them to make meaning

**Lesson Topic: Main Idea**

**Core**

\* The main idea of a story is what the story is mostly about.

**Lesson/Topic**

• Sometimes the title is a clue to the most important idea of a story.

**Description:**

- \* The characters in a story are the people or animals that the story is about.
- \* The setting of a story is where and when the story takes place.
- \* The pictures and the words in a story help them figure out the setting.

**Core**

\* Effective readers use appropriate strategies to construct meaning.

**Lesson/Topic**

\* An expanded vocabulary enhances one's ability to express ideas and information.

**Big Ideas:**

- \* Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- \* Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- \* Listening provides the opportunity to learn, reflect, and respond.
- \* Spoken language can be represented in print.
- \* Effective use of vocabulary builds social and academic knowledge

**Core**

Can you identify parts of a book?

**Lesson/Topic**

Can you ask and answer questions about key details and unknown words?

**Essential**

Can you name and define the role of the author and illustrator from information in a text?

**Questions:**

Can you retell the key details from this text?

**Core**

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

**Lesson/Topic**

**Key**

**Terminology & Definitions:**

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**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

- The Student will understand:
- \* Key details and ideas in a text
  - \* Text features and structure
  - \* The relationship between illustrations in a text
  - \* How to read with purpose and understanding in informational text
  - \* how to generate questions about the text
  - \* read orally high frequency words in simple sentences.

**Lesson Topic: Craft and Structure and Text Analysis**

**Core Lesson/Topic Description:**

- \* Some stories are realistic because the things that happen in them could happen in real life.
- \* Some stories are fantasies because the things that happen in them couldn’t happen in real life.

**Core Lesson/Topic Big Ideas:**

- \* Effective readers use appropriate strategies to construct meaning.
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- \* Listening provides the opportunity to learn, reflect, and respond.
- \* Spoken language can be represented in print.
- \* Effective use of vocabulary builds social and academic knowledge

**Core Lesson/Topic Essential Questions:**

- \* The characters in a story are the people or animals that the story is about.

**Core Lesson/Topic Key Terminology & Definitions:**

Biography- The story of a person's life written by someone other than the subject of the work.  
compound Word- A word composed of two or more smaller words, the definition of which is a combination of the definitions of the smaller words.  
Conclusion- The ending of the story or the summarization of ideas or closing argument in nonfictional texts.  
Dialogue- the conversation between people in a literary work  
Fiction- Any story that is the product of imagination.  
Main Idea- the author's central thought; the chief topic of a text expressed or implied in a word or phrase, the topic sentence of a paragraph.  
Nonfiction- designed primarily to explain, argue, instruct, to describe rather than entertain. Factual  
Plot- The structure of the story. The sequence in which the author arranges events in a story.  
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**Core  
Lesson/Topic  
Student  
Learning  
Outcomes:**

- \* retell a story by recalling who the story is about, where the story takes place, and what happens first, next, and last.

**Lesson Topic: Vocabulary**

**Core  
Lesson/Topic  
Description:**

Vocabulary will be introduced. High Frequency words, robust vocabulary.

**Core  
Lesson/Topic  
Big Ideas:**

- \* Effective readers use appropriate strategies to construct meaning.
- \* An expanded vocabulary enhances one's ability to express ideas and information.
- \* Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- \* Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- \* Listening provides the opportunity to learn, reflect, and respond.
- \* Spoken language can be represented in print.
- \* Effective use of vocabulary builds social and academic knowledge

**Core  
Lesson/Topic  
Essential  
Questions:**

- Can you identify the parts of a book?
- Can you ask and answer questions about key details and unknown words?
- Can you name and define the role of the author and illustrator from information in a text?
- Can you retell the key details from this text?

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

**Act** – a main part of a play, such as the beginning, middle, or end

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme



- Prefix** – a group letters added to the beginning of a root word to form a new word
- Pronoun** – a word that takes the place of a noun
- Rhyme** – a set of words or lines that sound very much alike
- Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them
- Root word** – a simple word that becomes a new word by adding more letters at the beginning or end
- Scene** – a small part of a play; part of an act
- Sequence** – the order in which events in a passage happen
- Setting** – the time and place in which the events of the story happen
- Simile** – a comparison of two like things, using the words “like” or “as”
- Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken
- Stanza** – a set of lines in a poem
- Subject** – the noun that is the subject of a sentence
- Suffix** – a group of letters added to the end of a root word to form a new word
- Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph
- Synonyms** – words that have the same, or almost the same, meaning
- Tense** – tells you when a sentence is happening
- Theme** – the author’s general message in a story
- Topic** – the main subject of a nonfiction passage
- Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph
- Verb** – the action word in a sentence

### Lesson Topic: Text Analysis

#### Unit: Unit 3 Reading Literature

**Unit/Module Description:** Students will be able to independently use their learning to:

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 idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

- Unit/Module Big Ideas:**
- Use appropriate strategies to construct meaning
  - An expanded vocabulary enhances one’s ability to express ideas and information.

- Unit/Module Essential Questions:**
- \* How do strategic readers create meaning from informational and literary text?
  - \* How does what readers read influence how they should read?
  - \* Why learn new words?

**Unit/Module  
Key  
Terminology &  
Definitions:**

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

**Act** – a main part of a play, such as the beginning, middle, or end

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Pronoun** – a word that takes the place of a noun

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Subject** – the noun that is the subject of a sentence

**Suffix** – a group of letters added to the end of a root word to form a new word

**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

- Name the author and illustrator of a story and define the role of each in telling the story.
- Recognize common types of text.
- Ask and answer questions about unknown words from a story.

**Unit/Module  
Materials:**

Big Books  
Decodable books  
various nonfiction books  
Storytown Resources  
Leveled Readers  
Harcourt website  
letter cards  
phoneme maps  
Headsprout  
Star Fall website  
various centers  
games  
word wall  
word cards

## STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - Kindergarten

<a href="#">1.1.L (Advanced)</a>	Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)
<a href="#">1.1.M (Advanced)</a>	Listen to new vocabulary in multiple contexts in order to understand new words and concepts
<a href="#">1.1.N (Advanced)</a>	Discuss unknown words and word meanings
<a href="#">1.1.O (Advanced)</a>	Use an increasingly complex and varied spoken vocabulary
<a href="#">1.1.P (Advanced)</a>	Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books
<a href="#">1.1.Q (Advanced)</a>	Demonstrate the understanding that communication occurs in different ways including the use of various languages, devices, and gestures
<a href="#">1.2.B (Advanced)</a>	Recognize the characteristics of various types of texts
<a href="#">1.3.A (Advanced)</a>	Understand and respond to a variety of literary selections that are read, listened to or viewed
<a href="#">1.3.B (Advanced)</a>	Monitor comprehension while viewing, listening to and reading literary selections
<a href="#">1.4.A (Advanced)</a>	Describe the role of people, places, and things in a story
<a href="#">1.4.B (Advanced)</a>	Include simple plot when sharing information
<a href="#">1.4.C (Advanced)</a>	Identify illustrations that depict story content

This Curriculum Map Unit has no Topics to display

## Unit: Unit 3 Kid Writing

**Unit/Module Description:** Students write clear and focused text to convey a well-defined perspective and appropriate content for different purposes and audiences. Students explore various writing styles based on ability levels. They learn to respond to literature, produce and distribute their writing and use technological (end of kindergarten) application for publication.

**Unit/Module Big Ideas:**

- Audience and purpose influence the writer's choice of organizational pattern, language and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
- Effective research requires multiple sources of information to gain or expand knowledge.

**Unit/Module Essential Questions:**

- Why do writers write?
- What is the purpose?
- What makes clear and effective writing?
- Who is the audience?
- How do grammar and conventions of language influence spoken and written language?

**Unit/Module Key Terminology & Definitions:** Drawing, dictating, writing, responding to questions and suggestion, publish, recall information.

after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

**Act** – a main part of a play, such as the beginning, middle, or end

**Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Article** – a word that tells you whether a noun is definite or indefinite

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Pronoun** – a word that takes the place of a noun

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Root word** – a simple word that becomes a new word by adding more letters at the beginning or end

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Subject** – the noun that is the subject of a sentence

**Suffix** – a group of letters added to the end of a root word to form a new word

**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

- \* Recognize mode specific characteristics of writing with guidance. (i.e. narrative, informational, and persuasive)
- \* Write narrative pieces (e.g. stories), informational pieces (e.g. lists, how to’s).
- \* Revise writing by adding details or missing information with guidance.
- \* Demonstrate conventional penmanship, including using upper and lower-case letters, spacing and punctuation
- \* Frame ideas for writing and identify appropriate topic-specific content. (content)
- \* Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)
- \* Express and translate ideas in graphic forms (e.g. pictures/illustrations)
- \* Participates in the writing process.
- \* Write a series of simple thoughts in a logical order.(organization)
- \* Write using illustrations and descriptive words. (style)
- \* Identify and write about one specific topic (focus).
- \* Recognize specific characteristics of writing with guidance. (i.e. narrative, informational, and persuasive)
- \* Write narrative pieces (e.g. stories), informational pieces (e.g. lists, how to’s).

**Unit/Module  
Student  
Performance  
Tasks:**

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- Use a combination of drawing, dictating, and writing to focus on one specific topic.
- With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
- Make logical connection between drawing and dictation/writing.
- With prompting and support illustrate using details and dictate/write using descriptive words.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (\*capitalize the first word in a sentence and the pronoun I. \*Recognize and use end punctuation. \*Spell simple words phonetically.)
- Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
- Form an opinion by choosing between two given topics.
- Support the opinion with reasons.
- Make logical connections between drawing and writing.
- Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- Establish who and what the narrative will be about.
- Describe experiences and events.

**Unit/Module  
Materials:**

opatokjn

**Unit/Module Assignments:** optional

**Unit/Module Notes:** optional

**Unit/Module Instructional Procedures & Activities:**

- \* Plan writing with illustration or graphic organizer.
- \* Collaboratively brainstorm ideas.
- \* Teacher will model writing.
- \* Use capital letters at the beginning of each sentence.
- \* Use an end punctuation mark.
- \* collaboratively write a sentence, eventually a journal.
- \* Share sentences.

## STANDARDS

STATE: Pennsylvania Learning Standards for Early Childhood - Kindergarten

[1.4.D \(Advanced\)](#) Draw or write informational sentences (letters, descriptions, definitions, collections of facts simple instructions) using illustrations when relevant

[1.5.A \(Advanced\)](#) Demonstrate conventional penmanship- Trace, copy and generate letters of alphabet-both uppercase and lower case

[1.5.B \(Advanced\)](#) Create a focus for the 'piece' of writing

[1.5.C \(Advanced\)](#) Retell about specific experiences, people, objects, events, or stories with a focused topic

[1.5.F \(Advanced\)](#) Use a variety of pictures or words to express a thought

[1.5.G \(Advanced\)](#) Revise writing or illustrations to sequence events and add detail

[1.5.H \(Advanced\)](#) Publish or present writing

### Lesson Topic: Focus

#### Core

**Lesson/Topic Description:** Oh my goodness!!!! There is too much to write.

## Unit: Unit 4 Speaking and Listening

**Unit/Module Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Unit/Module Big Ideas:**

- \* Listening provides the opportunity to learn, reflect, and respond
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.
- \*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

**Unit/Module Essential Questions:**

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

**Unit/Module Key Terminology & Definitions:** after, alphabet, author, back, before, beginning, bottom, complete sentences, context clues, cover (front of book), describe, different, discuss, end, first, how, idea, identify, illustration, details, last, left, letter, listen, lowercase, main topic, middle, next, number, period, poem, predict, question, question mark, respect, retell, rhyming words, right, sentences, separate, setting, story, title, top, uppercase,

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**Article** – a word that tells you whether a noun is definite or indefinite

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**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Definite Article** – tells you exactly which person, place, or thing you are talking about

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Homographs** – words that are spelled the same, but that have different meanings

**Homophones** – words that sound the same, but that have different meanings and spellings

**Indefinite Article** – an article that does not tell you exactly which person, place, or thing you are talking about

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Metaphor** – a suggested comparison of two like things that does not use “like” or “as”

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Prefix** – a group letters added to the beginning of a root word to form a new word

**Pronoun** – a word that takes the place of a noun

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Root word** – a simple word that becomes a new word by adding more letters at the



beginning or end

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Simile** – a comparison of two like things, using the words “like” or “as”

**Stage Directions** – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

**Stanza** – a set of lines in a poem

**Subject** – the noun that is the subject of a sentence

**Suffix** – a group of letters added to the end of a root word to form a new word

**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Tense** – tells you when a sentence is happening

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

- \* Deliver effective oral presentations by focusing on the topic providing several details to support the topic or presenting ideas in a logical order
- o Speak in a voice loud enough for the audience to hear
- o Look at the audience when speaking or recite poems and finger plays
- \* Interact effectively in discussions by focusing on the topic asking relevant questions on sharing experiences
- o initiate and respond appropriately to conversations and discussions (K-2 only)
- o Display appropriate turn taking behavior

**Unit/Module  
Student  
Performance  
Tasks:**

optional

**Unit/Module  
Materials:**

Big Books  
Decodable books  
various nonfiction books  
Storytown Resources  
Leveled Readers  
Harcourt website  
letter cards  
phoneme maps  
Headsprout  
Star Fall website  
various centers  
games  
word wall  
word cards

**Unit/Module  
Assignments:**

optional

**Unit/Module  
Notes:**

optional

**Unit/Module  
Instructional  
Procedures &**

optional

**Activities:**

**STANDARDS**

STATE: [Pennsylvania Learning Standards for Early Childhood - Kindergarten](#)

- [1.5.A \(Advanced\)](#) Demonstrate conventional penmanship- Trace, copy and generate letters of alphabet-both uppercase and lower case
- [1.5.B \(Advanced\)](#) Create a focus for the 'piece' of writing
- [1.5.C \(Advanced\)](#) Retell about specific experiences, people, objects, events, or stories with a focused topic
- [1.5.G \(Advanced\)](#) Revise writing or illustrations to sequence events and add detail

**Lesson Topic: Collaborative Discussion**

**Core Lesson/Topic Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Core Lesson/Topic Big Ideas:**

- \* Listening provides the opportunity to learn, reflect, and respond
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.

**Core Lesson/Topic Essential Questions:**

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

**Core Lesson/Topic Instructional Procedures & Activities:** optional

**Core Lesson/Topic Materials:** optional

**Core Lesson/Topic Assignments:** optional

**Core Lesson/Topic Notes:** optional

**Lesson Topic: Critical Listening**

**Core Lesson/Topic Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Core Lesson/Topic Big Ideas:**

- \* Listening provides the opportunity to learn, reflect, and respond
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.

**Core Lesson/Topic Essential Questions:**

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

**Core Lesson/Topic Instructional Procedures & Activities:** optional

**Core**

**Lesson/Topic Materials:** optional

**Core Lesson/Topic Assignments:** optional

**Core Lesson/Topic Notes:** optional

### **Lesson Topic: Evaluating information**

**Core Lesson/Topic Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Core Lesson/Topic Big Ideas:**

- \* Listening provides the opportunity to learn, reflect, and respond
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.

**Core Lesson/Topic Essential Questions:**

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

**Core Lesson/Topic Instructional Procedures & Activities:** optional

**Core Lesson/Topic Materials:** optional

**Core Lesson/Topic Assignments:** optional

**Core Lesson/Topic Notes:** optional

### **Lesson Topic: Conventions of standard English**

**Core Lesson/Topic Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Core Lesson/Topic Big Ideas:**

- \* Listening provides the opportunity to learn, reflect, and respond
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.
- \* Effective speaking and listening are essential for productive communication.

**Core Lesson/Topic Essential Questions:**

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

**Core Lesson/Topic Instructional Procedures & Activities:** optional

**Core Lesson/Topic Materials:** optional

**Core Lesson/Topic Assignments:** optional

**Core Lesson/Topic Notes:** optional

## Unit: Unit 5 Language

### Unit/Module

#### Description:

Students study the conventions of language including knowledge of language; vocabulary acquisition and use; the mechanics and grammar of standard English; and knowledge of the functions of language in terms of meaning and style.

### Unit/Module

#### Big Ideas:

- \* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - f. Produce and expand complete sentences in shared language activities.
- \* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Unit/Module

#### Essential

#### Questions:

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

### Unit/Module

#### Key

#### Terminology &

#### Definitions:

**Act** – a main part of a play, such as the beginning, middle, or end

**Capital Letter** – and “upper-case” letter

**Capitalize** – to make the first letter in a word a capital letter

**Cause** – the reason something happens; leads to an effect

**Character** – a person in a story

**Comma** – a special mark used to separate items in a list

**Compare** – look for things that are the same about two sentences, passages, or topics

**Concluding Sentence** – a sentence that ends a paragraph and sums up its main point

**Context** – the text surrounding a word or sentence

**Contrast** – to find things that are different about two sentences, passages, or topics

**Detail** – a sentence or bit of information that supports the main idea of a paragraph or passage

**Dialogue** – the spoken lines characters say to each in a drama

**Drama** – a story that is written to be performed on a stage, such as a play

**Effect** – the result of a cause

**Exaggeration** – saying that something is more than what it is

**Fact** – a statement that is always true

**Fiction** – stories that are made-up; events in fictional stories did not really happen

**Heading** – a word or phrase that comes before a page or paragraph, and tells you the topic

**Inference** – a conclusion that make, based on the information you have

**Main Character** – the person a story is mostly about

**Main Idea** – what a story or passage is mostly about

**Nonfiction** – a type of writing that contains facts and teaches you something

**Noun** – a person, place, or thing

**Opinion** – a belief about a subject

**Pattern** – something repeated over and over again

**Period** – a special mark used to show that a statement has ended

**Plot** – the main action in a story

**Poem** – a type of writing that includes stanzas, rhythm, and rhyme

**Pronoun** – a word that takes the place of a noun

**Rhyme** – a set of words or lines that sound very much alike

**Rhythm** – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

**Scene** – a small part of a play; part of an act

**Sequence** – the order in which events in a passage happen

**Setting** – the time and place in which the events of the story happen

**Subject** – the noun that is the subject of a sentence

**Supporting Sentence** – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

**Synonyms** – words that have the same, or almost the same, meaning

**Theme** – the author’s general message in a story

**Topic** – the main subject of a nonfiction passage

**Topic Sentence** – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Verb** – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

- \* Recognize and identify upper and lower case letters.
- \* Apply knowledge of letter sound correspondence to read and spell simple words
- \* Recognize that in oral language and/or print, changes in word parts and form affect meaning (i.e.: regular plurals, simple pronouns).
- \* Combine words to form a complete thought
- \* Demonstrate the ability to hear and manipulate sounds in words (i.e.: segmenting and blending phonemes).
- \* Use an increasingly complex and varied spoken vocabulary.

**Unit/Module  
Student  
Performance  
Tasks:**

optional

**Unit/Module  
Materials:**

Alphabet, letter tile, books, high frequency word flash cards.

**Unit/Module Assignments:** optional

**Unit/Module Notes:** optional

**Unit/Module Instructional Procedures & Activities:** optional

## STANDARDS

STATE: [Pennsylvania Learning Standards for Early Childhood - Kindergarten](#)

- [1.1.A \(Advanced\)](#) Develop book/print knowledge and conventions (turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page, print represents language])
- [1.1.B \(Advanced\)](#) Develop sentence awareness/word awareness
- [1.1.G \(Advanced\)](#) Develop knowledge of letters and their sounds (Alphabetic Principle)
- [1.1.L \(Advanced\)](#) Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)
- [1.1.O \(Advanced\)](#) Use an increasingly complex and varied spoken vocabulary
- [1.1.P \(Advanced\)](#) Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books
- [1.1.Q \(Advanced\)](#) Demonstrate the understanding that communication occurs in different ways including the use of various languages, devices, and gestures

### Lesson Topic:

#### Lesson Topic: Simple Sentences

**Core Lesson/Topic Description:** Students study the conventions of language including knowledge of language; vocabulary acquisition and use; the mechanics and grammar of standard English; and knowledge of the functions of language in terms of meaning and style.

### Unit:

This Curriculum Map Unit has no Topics to display

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