



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

<p><u>Unit Title: Foundational Skills</u></p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Unit Overview/Big Ideas:</u> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text Writing is a means of documenting thinking</p>	<p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#</p>
<p><u>Unit Essential Questions:</u> How do we think while reading in order to understand and respond? What role does writing play in our lives?</p>	<p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>
<p><u>State and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p>	<p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u> ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p>	<p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Foundational Skills Standards: 1.1.K.A- CC.1.1.K.E		McGraw Hill Wonders (2014) online graphic organizer resources	

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Foundational Skills

Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

(Foundational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.1.K.A	Utilize book handling skills	Students will <ul style="list-style-type: none"> • Hold book correctly • Turn page by page from front to back cover. 		McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) •Big Books •Leveled readers •Classroom Library Tradebooks (M/H) •ebooks •Teacher’s Editions Units 1-5 •M/H electronic resources • Classroom Library Books • Teacher Resources	McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) • Teacher observation • Anecdotal Notes
1.1.K.B	Demonstrate understanding of the organization and basic features of print	Students will <ul style="list-style-type: none"> • Follow words left to right and top to bottom. • Demonstrate return sweep. • Distinguish print from picture. 	left right print illustration text sweep		



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English/Language Arts Curriculum
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Foundational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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		<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by a specific sequence of letters. Understand that words are separated by spaces in print. Recognize and name all uppercase and lowercase letters of the alphabet. 		<p><u>M/H 2014</u></p> <ul style="list-style-type: none"> Big Books Leveled readers Classroom Library Tradebooks (M/H) ebooks Teacher's Edition Units 1-9 M/H electronic resources Classroom Library Books Teacher Resources 	<ul style="list-style-type: none"> DIBELS Teacher-made Quarterly Assessments McGraw/Hill <u>Reading Wonders Placement and Diagnostic Assessment (2014)</u>
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Foundational Skills

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessments
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
		<ul style="list-style-type: none"> • Differentiate first/last letter in a word. • Differentiate first/last word in a sentence. • Locate punctuation: periods, question marks, exclamation points and quotation marks. 	<ul style="list-style-type: none"> • Period • Question Mark • Exclamation • Quotation Marks 	<p><u>M/H 2014</u></p> <ul style="list-style-type: none"> • Big Books • Leveled readers • Classroom Library • Tradebooks (M/H) • ebooks • TM/HTEUnit# • M/H electronic resources • Classroom Library Books • Teacher Resources 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes

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1.1.K.C	Demonstrate understanding of spoken words, syllables and sound (phonemes)	Students will <ul style="list-style-type: none"> ● Recognize and produce rhyming words ● Determine that the ending of the word is important for rhyming ● Count, produce, blend, and segment syllables in spoken words ● Blend and segment onsets and rimes of single-syllable spoken words 	<ul style="list-style-type: none"> ● Rhyme ● Blend ● Segment ● Syllables ● Onset ● Rhime 	<ul style="list-style-type: none"> ● M/H TEUnit#1-10 ● M/H Leveled Readers ● Teacher Resources 	<ul style="list-style-type: none"> ● DIBELS ● Teacher-made Quarterly Assessment ● McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) ● McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) ● McGraw/Hill <u>Reading Wonders Placement and Diagnostic Assessment</u> (2014)

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1.1.K.D	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three-phoneme (CVC) words. <p>Students will</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence 	<ul style="list-style-type: none"> • vowel • consonant • letters • digraphs • blends • vowel teams 	<ul style="list-style-type: none"> • M/HTE Unit# 1-8,10 • M/H Your Turn Practice Book • M/H Sound Spelling Cards • M/H Photo Cards • M/H Leveled Workstation Activity Cards • Teacher resources • 	<ul style="list-style-type: none"> • DIBELS • M/H-PDA • M/H-BA • M/H-UA • Teacher-made quarterly assessments



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English/Language Arts Curriculum
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		<ul style="list-style-type: none"> • 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 indentifying the sound of the letters that differ. 		<ul style="list-style-type: none"> • M/HTE Unit# 1-10 • M/H Big and Little Book of Reading • M/H Literature Big Books • M/H Your Turn Practice Book • M/H Sound Spelling Cards • M/H High Frequency Word Cards • M/H Leveled Workstation Activity Cards • M/H Leveled Readers • Teacher resources 	<ul style="list-style-type: none"> • DIBELS • M/H-PDA • M/H-BA • M/H-UA • Teacher-made quarterly assessments
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		do (skills)			
CC code ESASD curriculum date	Print Uppercase and lowercase letters.	<ul style="list-style-type: none"> • Write phonetically • Decode and encode simple VC and CVC words. <p>Students will</p> <ul style="list-style-type: none"> • Print uppercase and lowercase letters with proper form and size. 		<ul style="list-style-type: none"> • M/HTE Unit# 1-10 • M/H Big/ Little Book of Reading • M/H Leveled Readers • M/H Your Turn Practice Book • Kid Writing manual • Teacher resources • M/H Handwriting Manuscript Workbook • M/H TE Units#1-9 • Teacher resources 	<ul style="list-style-type: none"> • M/H-PDA • M/H-BA • M/H-UA • Teacher-made quarterly assessments • DIBELS • Teacher observation • Anecdotal notes

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Foundational Skills)

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.1.K.E	Read emergent-reader text with purpose and understanding	Students will <ul style="list-style-type: none">• Read on-level text with purpose and understanding.• Use context clues to confirm understanding of text.		<ul style="list-style-type: none">• M/HTE Unit#1-10• M/H Reading/Writing Workshop• M/H Leveled Readers• Teacher resources	<ul style="list-style-type: none">• Teacher observation• Anecdotal records



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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Foundational Skills)

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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East Stroudsburg Area School District
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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English/Language Arts Curriculum
Grade: Kindergarten

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English/Language Arts Curriculum
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English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



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English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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<p><u>Text Title:</u> Informational Text</p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Text Overview/Big Ideas:</u> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information</p>	<p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/ell/lovelearning.aspx#</p>
<p><u>Text Essential Questions:</u> What is this text really about? How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?</p>	<p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>
<p><u>Standards and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p>	<p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connecting to Other Standards:</u> See: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p>	<p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Formative Standards: 1.2.K.A - CC1.2.L		McGraw-Hill Wonders (2014) online graphic organizer resources	

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



East Stroudsburg Area School District
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Grade: Kindergarten

Unit Title: Informational Text

Content Statement: 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.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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<p>1.2.K.A</p>	<p>Identify main idea</p> <p>Retell key details of text</p>	<p>Students will With prompting and support, identify the main idea of a selection read aloud.</p> <p>Students will With prompting and support, retell key details from a text read aloud.</p>	<p>informational text main idea</p> <p>retell key details predict</p>	<ul style="list-style-type: none"> • M/H TE Unit# 1,2,4-10 • M/H leveled readers • M/H Your Turn Practice Book • M/H Reading Workstation Activity Cards • M/H Literature Big Books • Interactive Read-Aloud Cards • District Science and Social Studies classroom books 	<ul style="list-style-type: none"> • M/H-BA • M/H-UA • M/H-PDA • Teacher Observation • Anecdotal Notes
<p>1.2.K.B</p>	<p>Answer questions about key details of text/illustrations</p>	<p>Students will With prompting and support, answer questions about key details of text/illustrations.</p>			

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East Stroudsburg Area School District
English/Language Arts Curriculum
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		do (skills)			
1.2.K.C	<ul style="list-style-type: none">o Make a connection between individual events, ideas, or pieces of information in a text	Students will <ul style="list-style-type: none">• With prompting and support, make connections between pieces of information in a text and personal experience		<ul style="list-style-type: none">• M/H TE Unit# 6-8• M/H leveled readers• M/H Your Turn Practice Book• M/H Reading Workstation Activity Cards• M/H Literature Big Books• Interactive Read-Aloud Cards• District Science and Social Studies classroom books	<ul style="list-style-type: none">• M/H-BA• M/H-UA• M/H-PDA• Teacher Observation• Anecdotal Notes
1.2.K.D	Intentionally Blank				



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1.2.K.E	Identify parts of a book.	Students will <ul style="list-style-type: none"> Point to the title, title page, front cover and back cover. Identify the author and illustrator. Identify the beginning and ending of a book. Answer questions to identify details in the book. 	title title page author illustrator	<ul style="list-style-type: none"> M/H TE Unit#1, 5, 7-10 M/H Literature Big Books M/H Leveled Readers M/H Reading Writing Workshop Units 1-4 District Science and Social Studies classroom books 	<ul style="list-style-type: none"> M/H-BA M/H-UA M/H-PDA Teacher Observation Anecdotal Notes
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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessments
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.2.K.F	Ask and answer questions about unknown words in a text	With prompting and support, students will <ul style="list-style-type: none"> ● Predict meanings of given words in a text. ● Confirm and/or revise predictions based on text read. ● Frame unknown words in a shared reading and use clues to identify it's meaning. ● Identify facts in a text. 	Predict	<ul style="list-style-type: none"> ● M/H TE Unit# 4, 5,7,8 and 10 ● M/H Leveled Readers ● District Science and Social Studies classroom books 	<ul style="list-style-type: none"> ● Anecdotal Notes

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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1.2.K.G	Answer questions to describe the relationship between illustrations and the text in which they appear.	Students will <ul style="list-style-type: none">• Describe what event in the story an illustration depicts.• Locate information using visual representation and key words.	illustrations text picture walk	<ul style="list-style-type: none">• M/H TE Unit# 1-4,6,9,10• M/H Leveled Readers• M/H Reading Workstation Activity Cards• M/H Literature Big Books• M/H Interactive Read-Aloud Cards• District Science and Social Studies classroom books	<ul style="list-style-type: none">• M/H-UA• Teacher Observation• Anecdotal Notes

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		<ul style="list-style-type: none">Take a <i>picture walk</i> through a text and ask/answer questions about connections between illustrations and text.	illustrations text picture walk prediction	<ul style="list-style-type: none">M/H TE Unit# 1-4,6,9,10M/H Leveled ReadersM/H Reading Workstation Activity CardsM/H Literature Big BooksM/H Interactive Read-Aloud CardsDistrict Science and Social Studies classroom books	<ul style="list-style-type: none">M/H-UATeacher ObservationAnecdotal Notes



East Stroudsburg Area School District
English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
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1.2.K.H	Identify the reasons an author gives to support points in a text.	Students will <ul style="list-style-type: none"> • With support, use graphic organizers to identify an author's main points. • With support, discuss main points in a text and highlight/frame it's supporting details. 	supporting detail evidence	<ul style="list-style-type: none"> • M/H TE Units# 2, 4, 5, 8, 9, 10 • M/H Reading Workstation Activity Cards • M/H Literature Big Books • District Science and Social Studies classroom books 	<ul style="list-style-type: none"> • Anecdotal Notes
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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessments
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Standard and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.2.K.I	Identify basic similarities and differences between two text (read or read aloud) on the same topic.	Students will <ul style="list-style-type: none"> With prompting and support, use graphic organizers to identify similarities and differences on two texts with common topics. 	similarities differences Venn-diagram	<ul style="list-style-type: none"> M/H TE Units# 1,2,4,5,7-10 M/H Reading/Writing Workshop Big Book M/H Reading Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud Cards 	
1.2.K.J	Use words and phrases acquired through conversations, reading, being read to and responding to texts.	Students will <ul style="list-style-type: none"> Use new vocabulary in oral language Add words to the word wall that are acquired through texts. Use illustrations and portions of a story to infer and predict what happens next 	word web word wall	<ul style="list-style-type: none"> M/H TE Units# 1-10 M/H Visual Vocabulary Cards 	<ul style="list-style-type: none"> M/H UA

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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1.2.K.K	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	Students will <ul style="list-style-type: none">• Respond to questions to discover unknown words, phrases and meanings.• Frame unknown words or phrases in shared readings and use clues to identify their meaning.• Match vocabulary words to their picture.	vocabulary multi-meaning words	<ul style="list-style-type: none">• M/H TE Units# 1-10• M/H Visual Vocabulary Cards	<ul style="list-style-type: none">• M/H UA



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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.2.K.L	Actively engage in group reading activities with purpose and understanding.	Students will <ul style="list-style-type: none">• Read text aloud with repetitive storylines.• Answer questions to demonstrate levels of understanding.		<ul style="list-style-type: none">• M/H TE Unit# 1-10• M/H Reading/Writing Workshop Big Books• M/H Leveled Readers• M/H Interactive Read-Aloud Cards	<ul style="list-style-type: none">• Teacher observation
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Informational Text

Content Statement: 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.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Informational Text

Content Statement: 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.

Anchor Standards and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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<p><u>Course Title:</u> Literature</p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Course Overview/Big Ideas:</u> Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.</p>	<p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#</p>
<p><u>Course Essential Questions:</u> How does interaction with text provoke thinking and response? How do strategic readers create meaning from informational and literary text? What strategies and resources does the learner use to figure out unknown vocabulary?</p>	<p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>
<p><u>State and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p>	<p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connections to Other Standards:</u> ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p>	<p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Literature Standards 1.3.K.A- CC.1.3.K.K		McGraw-Hill Wonders (2014) online graphic organizer resources.	

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.3.K.A	Retell familiar stories including key details. Identify and complete predictable language patterns(e.g. pattern books, predictable books, nursery rhymes)	With prompting and support, students will <ul style="list-style-type: none"> retell a familiar story using dramatization and/or props. Use drawings to express understanding and illustrate key details. 	key details	<ul style="list-style-type: none"> M/H TE Unit# 1-10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Yout Turn Practice Book M/H Literature Big Books <u>Interactive -Read Alouds</u> by Linda Hoyt (2007), (IRA) 	<ul style="list-style-type: none"> M/H BA M/H UA M/H-PDA Teacher observation Anecdotal notes
1.3.K.B	Answer questions about key details in a text.	Students will <ul style="list-style-type: none"> With Prompting and support, use illustrations and text to make logical predictions. 			

Unit Title: Literature



Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.3.K.C	Identify: <ul style="list-style-type: none"> ● Character ● Setting ● Major events in a story 	Students will <ul style="list-style-type: none"> ● Identify the <i>who, what, where, when, why</i> and <i>how</i> of a story read aloud. ● Illustrate the character, setting and/or major events in a story read aloud. 	character setting	<ul style="list-style-type: none"> ● M/H TE Units# 1,3,4,5,7-10 ● M/H Literature Big Books ● M/H Reading Workstation Activity Cards ● M/H Your Turn Practice Book ● M/H Leveled Readers ● M/H Interactive Read-Aloud Cards ● IRA (2007) 	<ul style="list-style-type: none"> ● M/H UA ● M/H BA ● M/H-PDA ● Teacher observation ● Anecdotal Notes



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	Students will <ul style="list-style-type: none"> • Write and illustrate pages in a class book. • Identify the contributions of the author and illustrator. 	author illustrator	<ul style="list-style-type: none"> • M/H TE Unit#1-10 • M/H Leveled Readers • M/H Literature Big Books • M/H Reading Workstation Activity Cards • M/H Interactive Read-Aloud Cards • IRA (2007) • Classroom library • Teacher resources • <u>Climb Inside A Poem</u> by Georgia Heard and Lester Laminack (2007) 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal records
1.3.K.E	Recognize common types of text.	Students will <ul style="list-style-type: none"> • Listen to a variety of types of texts. • Sort previously read texts by type. (poems, fiction, non-fiction) • Identify dialogue in simple texts. 			



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.F	Ask and answer questions about unknown words in a text.	Students will <ul style="list-style-type: none"> ● Predict and confirm the meanings of unknown words in a text. ● Use context clues to determine the meaning of unknown words in a text. ● Identify literary devices in rhyme rhythm, repetition and patterns. 	prediction context clues rhyme rhythm repetition	<ul style="list-style-type: none"> ● M/H TE Unit#1,4,6,7,9,10 ● M/H Leveled Readers ● M/H Reading/Writing Workshop Big Book ● IRA (2007) ● Classroom library ● Teacher resources 	<ul style="list-style-type: none"> ● Anecdotal Notes ● Teacher observation



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.G	Make connections between illustrations and the text in a story read or read aloud.	Students will <ul style="list-style-type: none"> Listen to words, phrases or sentences in a text read aloud and locate the corresponding illustration. Use an illustration from a story to explain an event in the story. 	illustration	<ul style="list-style-type: none"> M/H TE Unti#1,3,5,6,7,8, 10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud Cards IRA (2007) 	<ul style="list-style-type: none"> M/H BA M/H UA M/H PDA Teacher resources Anecdotal Notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.H	Compare/contrast the adventures and experiences of characters in familiar stories.	Students will <ul style="list-style-type: none"> • Work with partners to discuss how characters and events in stories are connected. • Students will answer questions to explain connections between characters and events. 	characters similarities differences compare contrast	<ul style="list-style-type: none"> • M/H TE Unit# 1-3, 4, 6-10 • M/H Leveled Readers • M/H Reading Workstation Activity Card • M/H Literature Big Books • M/H Interactive Read-Aloud Cards • IRA (2007) • Classroom library • Teacher resources 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal Notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.I	Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading content.	Students will <ul style="list-style-type: none"> Respond to questions to discover the meaning of unknown/multiple meaning words. 		<ul style="list-style-type: none"> M/H TE Units# 1, 4, 6, 7, 9, 10 M/H Leveled Readers M/H Reading/Writing Workshop Big Books IRS (2007) Classroom library 	<ul style="list-style-type: none"> Teacher observation Anecdotal Notes
1.3.K.J	Use words and phrases acquired through conversations, reading, being read to and responding to texts.	Students will <ul style="list-style-type: none"> Add new vocabulary words to word wall/display. Utilize new vocabulary in grade-level writing. 		<ul style="list-style-type: none"> Kid Writing manual 	



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.3.K.K	Actively engage in group reading activities with a purpose and understanding.	Students will <ul style="list-style-type: none">• Read text aloud with repetitive storylines.• Answer questions to demonstrate levels of understanding.	choral reading	<ul style="list-style-type: none">• M/H TE Unit# 1-10• M/H Reading/Writing Workshop Big Books• M/H Leveled Readers• M/H Interactive Read-Aloud Cards• IRA (2007)• Classroom library• Teacher resources• <u>Climb Inside A Poem</u> by Georgia Heard and Lester Laminack (2007)	<ul style="list-style-type: none">• Teacher observation• Anecdotal notes
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



<p>Course Title: Speaking and Listening</p>	<p><u>Course time prior to PSSA:</u> Throughout school year</p>
<p><u>Course Overview/Big Ideas:</u> Effective speaking and listening are essential for productive communication. Listening provides the opportunity to learn, reflect, and respond.</p>	<p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/ell/overview.aspx#</p>
<p><u>Course Essential Questions:</u> How do speakers employ language and utilize resources to effectively communicate a message? How do active listeners make meaning?</p>	<p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>
<p><u>State and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p>	<p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p><u>Connections to Other Standards:</u> See: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p>	<p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Speaking and Listening Standards: 1.5.1.A- CC.1.5.1.G		McGraw-Hill online graphic organizer resources	

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.5.K.A	Participate in collaborative conversations with peers and adults in small and large groups.	Students will demonstrate proper conversation skills and follow agreed-upon rules for discussion such as <ul style="list-style-type: none"> • take turns speaking • listen to the person speaking • not interrupt the speaker • speak about the topic 		<ul style="list-style-type: none"> • IRA (2007) • M/HTE Units# 1-10 • M/H Reading/Writing Workshop • M/H Your Turn Practice Book • M/H Reading Workstation Activity Cards • M/H Writing workstation Activity cards • <u>Second Step: Skills For Social and Academic Success (2011)</u> • <u>Climb Inside A Poem</u> by Georgia Heard and Lester Laminack (2007) 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students will <ul style="list-style-type: none">• Ask questions about key details• Answer questions about key details.		<ul style="list-style-type: none">• M/H TE Unit#1-10• IRA (2007)• M/H Literature Big Books• Classroom library	<ul style="list-style-type: none">• Teacher observation• Anecdotal notes
1.5.KK.C	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Students will <ul style="list-style-type: none">• Obtain information by asking questions• Ask questions to seek help to clarify something not understood.		<ul style="list-style-type: none">• M/H TE Unit#1-10• M/H Reading/Writing Workshop• M/H Leveled Readers• M/H Reading Workstation Activity Cards• M/H Writing Activity Workstation cards	



Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.5.K.D	Share stories, familiar experiences, and interest, speaking clearly enough to be understood by all audiences using appropriate volume.	Students will <ul style="list-style-type: none"> • Speak clearly • Speak in complete sentences • Use appropriate rate and volume 		<ul style="list-style-type: none"> • M/H Literature Big Books • M/H Interactive Read-Aloud Cards 	<ul style="list-style-type: none"> • Teacher observation



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.5.K.E	Speak audibly and express thoughts, feelings, and ideas clearly.	Students will <ul style="list-style-type: none">• Sit in <i>Author's Chair</i> and tell stories.• Bring items of interest from home and share thoughts, feelings, and ideas about their items.	describe detail feelings thoughts	<ul style="list-style-type: none">• M/H TE Units#1-10• M/H Reading/Writing Workshop• M/H Leveled Readers• M/H Your Turn Practice Book• M/H Reading Workstation Activity Cards• M/H Writing Workstation Activity Cards• M/H Literature Big Books• M/H Interactive Read-Aloud cards	<ul style="list-style-type: none">• Teacher observation• Anecdotal notes
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Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.5.K.F 1.5.K.G	Intentionally Blank Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.	When speaking orally, students will use standard: <ul style="list-style-type: none"> ● Subject/ Predicate Agreement ● Word order ● Pronunciation ● Irregular plural 		<ul style="list-style-type: none"> ● M/H TE Units#1-10 ● M/H Interactive Read-Aloud Cards ● IRA (2007) 	<ul style="list-style-type: none"> ● Teacher observation ● Anecdotal notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

<p>Unit Title: Writing</p>	<p>Course time prior to PSSA: Throughout school year</p>
<p>Unit Overview/Big Ideas: Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. Writing is a means of documenting thinking.</p>	<p>ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#</p>
<p>Unit Essential Questions: To what extent does the writing process contribute to the clarity of writing? How do we develop into effective writers? What role does writing play in our lives?</p>	<p>Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>
<p>Standards and National Core Academic Standards: http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p>	<p>IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan</p>
<p>Connecting to Other Standards: ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p>	<p>Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p>



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Writing Standards L.1.4.K.A-CC.1.4.K.X		McGraw-Hill online graphic organizer resources	

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. (e.g., lists, letters, descriptions, collection of facts)	Students will <ul style="list-style-type: none"> Write, draw, and/or dictate a response to grade level appropriate prompts. (e.g., <i>I like _____; My favorite _____ etc.</i>). 		<ul style="list-style-type: none"> M/H TE Units#1-10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	<ul style="list-style-type: none"> Kid Writing samples M/H UA Writing Rubric (found in beginning of unit assessment book) Teacher observation Student work sample Anecdotal notes
1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Students will <ul style="list-style-type: none"> Write, draw, and/or dictate a response on a given subject. 			



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Students will <ul style="list-style-type: none">• Use words/pictures to explain steps in a task. (<i>e.g., recipe, directions</i>)• Illustrate/write information/details from a text read aloud.		<ul style="list-style-type: none">• M/H TE Units#1-10• M/H Reading/Writing Workshop• M/H Writing Workstation Activity Cards• Kid Writing manual	<ul style="list-style-type: none">• Kid Writing samples• M/H UA• Writing Rubric (found in beginning of unit assessment book)• Teacher observation• Student work sample• Anecdotal notes
1.4.K.D	A. Make logical connections between drawing and dictation/writing.	Students will <ul style="list-style-type: none">• Match illustrations to text.	illustrations text		



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.4.K.D	B. Organize words into a complete thought. C. Arrange words in a logical sentence	Students will <ul style="list-style-type: none"> Apply grade-level phonics and word knowledge to write/dictate a simple sentence. 	sentence complete thought	<ul style="list-style-type: none"> M/H TE Units#1-10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	<ul style="list-style-type: none"> Kid Writing samples Writing Rubric (found in beginning of unit assessment book) Teacher observation Student work sample Anecdotal notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.	Students will <ul style="list-style-type: none">• Use suggestions from writing conference to add details(e.g., words, pictures) to their writing.	details “describing words”	<ul style="list-style-type: none">• M/H TE Unit# 1-10• M/H Writing Workstation Activity Cards• Kid Writing manual	<ul style="list-style-type: none">• M/H UA• Kid Writing samples• Writing Rubric• Teacher observation• Student work sample• Anecdotal note
1.4.K.G	Use a combination of drawing, writing to compose opinion pieces on familiar topics.	Students will <ul style="list-style-type: none">• Complete prompts such as “I think _____”; I believe _____;		<ul style="list-style-type: none">• M/H TE Unit# 1,3, 6, 10	



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1.4.K.H	Form an opinion by choosing between two given topics.	Student will <ul style="list-style-type: none"> Form an opinion by choosing among given topics 	opinion	<ul style="list-style-type: none"> M/H TE Unit# 1, 3, 5, 6, 9, 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards 	<ul style="list-style-type: none"> Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal notes
1.4.K.I	Support the opinion with reasons.	<ul style="list-style-type: none"> Support the opinion with reasons related to the opinion 	opinion		



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



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1.4.K.J	Make logical connections between drawing and writing.	Students will <ul style="list-style-type: none"> • Draw illustrations that convey the meaning of their writing. 		<ul style="list-style-type: none"> • Kid Writing manual • Teacher resources 	<ul style="list-style-type: none"> • M/H UA • Kid Writing samples • Writing Rubric • Teacher observation • Student work sample • Anecdotal note
1.4.K.K	Intentionally Blank				
1.4.K.M	Use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.			<ul style="list-style-type: none"> • M/H TE Units#1-10 • Reading/Writing Workshop • Writing Workstation Activity Cards 	<ul style="list-style-type: none"> • M/H UA • Kid Writing samples • Writing Rubric • Teacher observation • Student work



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

					<p>sample</p> <ul style="list-style-type: none">• Anecdotal notes
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1.4.K.N	Establish who and what the narrative will be about.	Student will <ul style="list-style-type: none"> Determine who and what the narrative will be about. 	narrative	<ul style="list-style-type: none"> M/H TE Unit# 1, 3, 6, 8 	<ul style="list-style-type: none"> Teacher observation M/H UA
1.4.K.O	Describe experiences and events. Include people, places, and things.	Student will <ul style="list-style-type: none"> With prompting and support, use words and drawings to tell about personal experiences/ events. 		<ul style="list-style-type: none"> M/H TE Unit# 1-10 M/H Reading/Writing Workshop Writing Workstation Activity Cards Kid Writing manual 	<ul style="list-style-type: none"> M/H UA Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal notes



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten



East Stroudsburg Area School District
English/Language Arts Curriculum
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

1.4.K.P	Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to happened. Include character, setting, main idea.	Students will <ul style="list-style-type: none">• Use story maps to illustrate events from stories.• Use words or drawings to tell about personal experiences.	character setting main idea story map	<ul style="list-style-type: none">• M/H TE Unit#2, 3, 5, 6, 8, 9, 10• M/H Reading/Writing Workshop• M/H Writing Workstation Activity Cards• Kid Writing manual	<ul style="list-style-type: none">• M/H UA• Kid Writing samples• Writing Rubric• Teacher observation• Student work sample• Anecdotal notes
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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1.4.K.Q 1.4.K.F 1.4.K.L 1.4.K.R	Intentionally Blank Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will <ul style="list-style-type: none"> • Capitalize the first word in a sentence, names, and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically and spell most high frequency sight words correctly. 	period question mark exclamation point capital letter	<ul style="list-style-type: none"> • M/H TE Unit# 1-10 • Kid writing manual • Teacher resources 	<ul style="list-style-type: none"> • M/H PDA • M/H UA • Teacher observation • Anecdotal records.
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

		do (skills)			
1.4.K.T	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Student will <ul style="list-style-type: none">• Revise writing or illustrations to sequence events and add details.	details edit revise	<ul style="list-style-type: none">• M/H TE Unit#1-10• M/H Writing Workstation Activity Cards• Kid Writing Manual	<ul style="list-style-type: none">• Teacher observation• Anecdotal records.• Kid Writing samples



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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1.4.K.V	Participate in individual or shared research projects on a topic of interest.	Students will <ul style="list-style-type: none"> Identify important concepts related to a main idea. Take notes by sequencing pictures. Orally summarize main ideas and details. Following read alouds of book on common topics, students develop products that synthesize the information. (e.g., mobiles, posters, flipbooks) 	main idea details summarize sequence	<ul style="list-style-type: none"> M/H TE Uit# 1-10 M/H Writing Workstation Activity Cards ConnectED digital resources 	<ul style="list-style-type: none"> Writing Rubric Teacher observation Student work sample Anecdotal notes
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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Students will <ul style="list-style-type: none"> • Use personal experiences or prior knowledge to respond to questions with resources recorded on class charts. • Use provided sources (print texts, read alouds, electronic texts) to gather information that answers a question. 		<ul style="list-style-type: none"> • M/H TE Units#1-10 • M/H Reading Writing Workshop • Teacher resources • IRA (2007) • M/H Leveled Readers • Classroom Library 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal Notes

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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.4.K.X	Write routinely over short time frames.	Students will <ul style="list-style-type: none">• Contribute to daily classroom writing.		<ul style="list-style-type: none">• M/H TE Units#1-10• Teacher resources• Kid Writing Manual	<ul style="list-style-type: none">• Teacher observation• Anecdotal notes
1.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Students will <ul style="list-style-type: none">• Use software applications to create stories with illustrations.• Work with partners and use digital tools to write and publish stories.		<ul style="list-style-type: none">• M/H TE Units# 1, 2, 6-10• M/H ConnectED digital resource• ESASD digital resources.	<ul style="list-style-type: none">• Teacher observation• Anecdotal notes• Teacher-created project rubrics



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

Content	need to know	What students need to be able to do (skills)		Instructional Activities	



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: Kindergarten

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