Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and

English Language Proficiency Standards  
  
**Kindergarten**

**2022**

**What is a Curriculum Framework?**

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of the [standards aligned system](http://en.wikipedia.org/wiki/Standards_based_education_reform). The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, all students will meet world class standards and will be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that support the students in mastering the standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students’ skills and understanding of the world around them. From the Curriculum Framework, teachers create lessons and units to meet each individual student’s needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Aligning with PA Core Standards, this English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing, while including Social and Emotional Developments. It is the intent that the domains are taught through an integrated approach, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all domains of literacy as opposed to teaching each in isolation. This framework allows for continuity between all classrooms and content areas.

**PA Core Standards for Kindergarten**

**Social and Emotional Standards**

For the Hazleton Area School District, the ELA Curriculum Committee (2022) has recognized the need for a combination of literacy with social and emotional development. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. These skills and overarching goals will continue to develop lifelong learners and global thinkers in the 21st Century.

**16.1.K.A1** Distinguish between emotions and identify socially accepted ways to express them.

**16.1.K.B1** Recognize that everyone has personal traits which guide behavior and choices.

**16.1.K.C1** Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

**16.1.K.D1** Establish goals independently and recognize their influence on choices.

**16.2.K.A1** Interact with peers and adults in a socially acceptable manner.

**16.2.K.B1** Identify similarities and differences between self and others.

**16.2.K.C1** Engage in reciprocal communication with adults and peers.

**16.2.K.D1** Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

**16.2.K.E1** Ask for and accept offers of help when needed or appropriate.

**16.3.K.A1** Interpret the consequences of choices.

**16.3.K.B1** Recognize there are socially acceptable ways to behave in different places.

**16.3.K.C1** Actively engage in assisting others when appropriate.

**Language Standards**

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

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.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.  
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.  
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6.** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**Reading: Foundational Skills Standards**

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \* (This does not include CVC words ending with /l/, /r/, or /x/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

**RF.K.4.** Read emergent-reader texts with purpose and understanding.

**Reading: Informational Text Standards**

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding.

**Reading: Literature Standards**

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.2.** With prompting and support, retell familiar stories, including key details.

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.4.** Ask and answer questions about unknown words in a text.

**RL.K.5.** Recognize common types of texts (e.g., storybooks, poems).

**RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL.K.10.** Actively engage in group reading activities with purpose and understanding.

**Speaking and Listening Standards**

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Writing Standards**

**W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  
**W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (e.g., respond through writing to teacher given prompt).

**Quarter 1**

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| **Theme** |  | **Know and Do** | **Weekly Concept /Social Emotional** | **Vocabulary**  **words** | **Phonics** | **Writing/Grammar** | **High Frequency**  **Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| **Smart Start** | 1  2  3 | **Essential Question:** How is everyone special?  **Essential Question:** Who is in your family?  **Essential Question:** What can you do? | We Are Special!  What I Am  My Family & Me  Quiet or Loud?  I Can Do It!  It’s focus time! | N/A  N/A    N/A | Preview Letters:  Aa-Hh  Preview Letters:  Ii-Rr  Preview Letters:  Ss-Zz | Complete a sentence.  Complete a sentence.  Complete a sentence. | I  can  \*Review\* | Animals In The Park  An  ABC Book  Animals In The Park  An  ABC Book  Animals In The Park  An  ABC Book | 16.1.K.A1  RF.K.1  RF.K.2  RF.K.3  RI.K.5  RL.K.1-10  SL.K.1  SL.K.5  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 1**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/**  **Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| **Unit 1:**  Take A New Step | 1  2  3 | **Essential Question:** How can we get along with new friends?  **Genre Focus:** Fiction  **Essential Question:** How do baby animals move?  **Genre Focus:**  Fiction  **Essential Question:** How can your senses help you learn?  **Genre Focus:**  Informational Text; Nonfiction | Make New Friends  Come and Play    Get Up and Go!  What a feeling!  Use Your Senses  Raise it up | friend, problem, escape, grasped, rescue  adventure, movement, arrived, exciting, exhausted  Explore, senses, feast, finished, kneads | Initial/Final:  /m/m  Initial/  Medial:  /a/a  Initial:  /s/s | Ideas/  Nouns  Ideas/  Nouns  Ideas/  Nouns | the  we  see | What About Bear?  Pouch!  Senses At the Seashore | 16.2.K.A1  L.K.1  L.K.5  L.K.6  RF.K.2  RF.K.3  RI.K.3  RI.K.6  RL.K.1-10  SL.K.1  SL.K.2  W.K.2  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 1**

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| **Theme** |  | **Know and Do** | **Weekly Concept /Social Emotional** | **Vocabulary**  **words** | **Phonics** | **Writing/**  **Grammar** | **High Frequency**  **Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| **Unit 2:**  **Let’s Explore** | 1  2  3 | **Essential Question:** How do tools help us to explore?  **Genre Focus:** Informational Text: Nonfiction  **Essential Question:** What shapes do you see around you?  **Genre Focus:** Informational text: Nonfiction  **Essential Question:** What kind of bugs do you know about?  **Genre Focus:** Poetry | Tools We Use  Good Things Come to Those Who Wait  Shapes All Around Us  Relax  World of Bugs  Count Me In! | tools, discover, defeated, fetch, rumble  materials, nature, decoration, games, world  curious, observe,  attaches, process, slender | Initial/Final:  /p/p  Initial/Final:  /t/t  \*Review\*:  /m/m, /a/a, /s/s, /p/p, /t/t | Ideas/  Verbs  Ideas/  Verbs  Ideas/  Verbs | a  like  \*Review\* | The Handiest Things in the World  Shapes All Around  I Love Bugs | 16.2.K.D1  16.3.K.B1  L.K.1  L.K.5  L.K.6  RF.K.1  RF.K.3  RI.K.1  RL.K.1-10  SL.K.1  SL.K.2  W.K.1  W.K.2  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 2**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary**  **words** | **Phonics** | **Writing/**  **Grammar** | **High Frequency**  **Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 3:  Going Places | 1  2  3 | **Essential Question: What** rules do we follow in different places?  **Genre Focus:** Fiction  **Essential Question:** What are the different sounds you hear?  **Genre Focus:** Fiction  **Essential Question:** What places do you go during the week?  **Genre Focus:** Fiction | Rules to Go By  Two Different Worlds  Sounds Around Us  The Power of Yet!  The Places We Go  Belly Breathe | rules, cooperate, guard, prank, responsible  listen, volume, chat, exclaimed, familiar  local, routine, neighborhood, volunteer, intelligent | Medial:  /i/i  Initial/  Final:  /n/n  Initial/  Final:  /k/c | Sentence Fluency/  Sentences  Ideas/  Sentences  Sentences Fluency/ Sentences | to  and  go | How Do Dinosaurs Go to School?  Clang! Clang! Beep! Beep! Listen To The City  Please Take Me for A Walk | 16.1.K.D1  L.K.1  L.K.4  L.K.5  L.K.6  RF.K.2  RF.K.3  RL.K.1-10  SL.K.1  SL.K.2  W.K.1  W.K.2  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 2**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 4:  **Around the Neighborhood** | 1  2  3 | **Essential Question:** What do people use to do their jobs?  **Genre Focus:** Informational Text: Nonfiction  **Essential Question:** Who are your neighbors?  **Genre Focus:** Realistic Fiction  **Essential Question:** How can people help to make your community better?  **Genre Focus:** Informational Text: Nonfiction | Time For Work  Social Navigators  Meet Your Neighbors  Belonging  Pitch In  Volunteer | equipment, uniform, utensils, expect, remained  appreciate, cultures, prefer, proud, tradition  community, improve, confused, harvest, quarrel | Initial/Medial:  /o/o  Initial/Final:  /d/d  \*Review\*:  /i/i, /n/n, /k/c, /o/o, /d/d | Ideas/  Adjectives  Word Choice/ Adjectives  Word Choice/ Adjectives | you  do  \*Review\* | Whose Shoes?  What Can You Do with a Paleta?  Roadwork | 16.2.K.A1  L.K.5  L.K.6  RF.K.2  RF.K.3  RI.K.4  RL.K.1-10  SL.K.1  W.K.1  W.K.2  W.K.3  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 2**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 5:  Wonders of Nature | 1  2  3 | **Essential Question:** What do living things need to grow?  **Genre Focus:** Realistic Fiction  **Essential Question:** How do living things change as they grow?  **Genre Focus:** Informational Text: Nonfiction  **Essential Question:** What kinds of things grow on a farm?  **Genre Focus:** Informational text: Nonfiction | How Does Your Garden Grow?  Asking Questions  Trees  Remembering Time!  Fresh From the Farm  Confidence | require, plant, harmful, soak, crowd  develop, amazing, content, enormous, imagine  fresh, delicious, beneath, raise, special | Initial:  /h/h  Initial/  Medial:  /e/e  Initial:  /f/f, /r/r | Organizational Pronouns  Organizational Pronouns  Organizational Pronouns | my  are  with, he | My Garden  A Grand Old Tree  An Orange in January | 16.1.K.C1  L.K.2  L.K.5  L.K.6  RF.K.2  RF.K.3  RL.K.1-10  SL.K.1  SL.K.2  W.K.1  W.K.2  W.K.3  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 3**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 6:  Weather For All Seasons | 1  2  3 | **Essential Question:** How are the seasons different?  **Genre Focus:** Realistic  Fiction  **Essential Question:** What happens in different kinds of weather?  **Genre Focus:** Fantasy  **Essential Question:** How can you stay safe in bad weather?  **Genre Focus:** Realistic Fiction | The Four Seasons  Think It Through  What’s the Weather  Feelings Detectives  Stormy Weather  Different Ideas | weather, seasons, migrate, active, spot  predict, temperature, drought, clever, storm  safe, prepare, notice, celebration, enough | Initial/Final:  /b/b  Initial:  /l/l  Initial:  /k/k  Final:  /k/ck  \*Review\*:  /h/h, /e/e, /f/f, /b/b, /l/l, /k/k, /k/ck | Voice/ Nouns  Voice/ Nouns  Voice/ Nouns | is, little  she, was  \*Review\* | Mama, Is It Summer Yet?  Rain  Waiting Out the Storm | 16.2.K.E1  16.3.K.C1  L.K.1  L.K.2  L.K.5  L.K.6  RF.K.2  RF.K.3  RI.K.9  RL.K.1-10  SL.K.1  SL.K.2  W.K.1  W.K.3  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 3**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 7:  The Animal Kingdom | 1  2  3 | **Essential Question: How** are some animals alike and how are they different?  **Genre Focus:** Informational Text: Nonfiction  **Essential Question:** How do you take care of different kinds of pets?  **Genre Focus:** Realistic Fiction  **Essential Question:** Where do animals life?  **Genre Focus:** Fantasy | Baby Animals  Investigate  Pet Pals  Kindness  Animal Habitats  Following the Clues! | appearance, behavior, exercise, wander, plenty  responsibility, train, depend, compared, social  habitat, wild, complain, join, stubborn | Initial/  Medial:  /u/u  Initial/  Final:  /g/g  Initial:  /w/w  Final: /ks/x  Initial:  /v/v | Word Choice/  Verbs  Word Choice/  Verbs  Ideas/ Verbs | for, have  of, they  said, want | Zooborns!  The Birthday Pet  Bear Snores On | 16.2.K.B1  16.3.K.A1  L.K.1  L.K.2  L.K.5  L.K.6  RF.K.3  RI.K.2  RL.K.1-10  SL.K.1  SL.K.2  W.K.1  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 3**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 8:  From Here to There | 1  2  3 | **Essential Question:** What can help you go from here to there?  **Genre Focus:** Realistic Fiction  **Essential Question: What** do you know about our country?  **Genre Focus:**  Informational Text: Nonfiction  **Essential Question: What** do you see in the sky?  **Genre Focus:** Fantasy | On the Move  Outside the Box!  My U.S.A.  Compromise  Look to the Sky  We’re Focused! | transportation, vehicle, journey, fierce,  wide  country, travel, careful, purpose, connect  distance, recognize, space, challenge, surface | Initial: /j/j  Initial: /kw/qu  Initial: /y/y  Initial: /z/z  \*Review\*: /u/u, /g/g, /w/w, /ks/x, /v/v, /j/j, /kw/qu, /z/z | Sentence Fluency/ Sentences w/ Prepositions  Sentence Fluency/ Sentences w/ Prepositions  Sentence Fluency/ Sentences w/ Prepositions | here, me  this, what  \*Review\* | When Daddy’s Truck Picks Me Up  Ana Goes to Washington, D.C.  Bringing Down the Moon | 16.2.K.C1  L.K.1  L.K.2  L.K.5  L.K.6  RF.K.3  RI.K.7  RI.K.8  RL.K.1-10  SL.K.1  SL.K.2  SL.K.4  W.K.3  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 4**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 9:  How Things Change | 1  2  3 | **Essential Question: How** can you help out at school?  **Genre Focus:**  Realistic Fiction  **Essential Question: What** do good citizens do?  **Genre Focus:** Fantasy  **Essential Question:** How can things in nature be used to make new things?  **Genre Focus:** Informational Text: Nonfiction | Growing Up  N/A  Good Citizens  N/A  Our Natural Resources  N/A | chores, contribute, member, organize, accomplish  citizen, respect, tidy, necessary, hauled  natural, resources, create, designs, weave, knowledge | //  a\_e  //  i\_e  //  o\_e | Word Choice/ Adjectives  Organization/  Adjectives  Organization/ Adjective | help, too  has, play  where, look | Peter’s Chair  Hen Hears  Gossip  Bread Comes  to Life | L.K.1  L.K.2  L.K.5  L.K.6  RF.K.2  RF.K.3  RF.K.4  RI.K.10  RL.K.1-10  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |

**Quarter 4**

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| **Theme** |  | **Know and**  **Do** | **Weekly Concept /Social Emotional** | **Vocabulary words** | **Phonics** | **Writing/ Grammar** | **High Frequency Words** | **Big Book** | **Core Standards & PA Eligible content** | **Routine** |
| Unit 10:  Thinking Outside the Box | 1  2  3 | **Essential Question: What** can happen when we work together?  **Genre Focus:** Fantasy  **Essential Question: In** what ways are things alike? How are they different?  **Genre Focus:** Poetry  **Essential Question: What** ideas can you suggest to protect the environment?  **Genre Focus:** Informational Text: Nonfiction | Problem Solvers  N/A  Sort It Out  N/A  Protect Our Earth  N/A | decide, opinion, ragged, marvel, grateful  sort, similar, perfect, endless, experiment  environment, protect, recycle, wisely, encourage | //  u\_e  //e, ee, e\_e  \*Review\*: , , , , | Word Choice/ Pronouns  Voice/ Pronouns  Voice/ Pronouns | good, who  come, does  \*Review\* | What’s the Big Idea, Molly?  All Kinds of Families  Panda Kindergarten | L.K.1  L.K.2  L.K.5  L.K.6  RF.K.2  RF.K.3  RI.K.10  RL.K.1-10  W.K.1  W.K.5-8 | Heggerty  Kid Writing  Develop a love of reading and writing  Introduction Concept  Listening Comprehension  Word Work  Social Emotional Learning  Shared Reading  Extend the Concept |