### Topic: Reading Informational Text

#### Key Learning:
- Students read, understand, and respond to informational text with an emphasis on comprehension, making connections among ideas and between texts, and textual evidence.

#### Unit Essential Questions:
1. How do I read, understand and respond to informational text?
2. How do I make connections among ideas and between texts?
3. How do I use textual evidence effectively?

#### Concept: Preview, Predict and Set Purpose

<table>
<thead>
<tr>
<th>CC.1.2.K.E, CC.1.2.K.L</th>
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</table>

**Lesson Essential Questions:**
- What is an effective text preview in informational text?
- How can I use text features (title, table of contents, illustrations/photographs, headings, graphs, charts, tables, glossary) to gather key details?
- How does determining the text structure help me gather key details?
- How do I use previewing to set a purpose for reading?
- How does a picture walk help me to find out what I will learn about?
- How do I monitor and modify my predictions as I read?

**Vocabulary:** Picture walk, title, cover, text features, purpose, author

### Concept: Key Ideas and Details

<table>
<thead>
<tr>
<th>CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C</th>
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</thead>
</table>

**Lesson Essential Questions:**
- How do I identify the main idea? *(with prompting and support)*
- How do I retell key details of the text? *(with prompting and support)*

**Text Analysis**

**Lesson Essential Questions:**
- How do I answer questions about key details in a text? *(with prompting and support)*
- How do I make a connection between two individual events, ideas or pieces of information in a text? *(with prompting and support)*

**Vocabulary:** main idea, key details, question, connection, ideas, events, information
<table>
<thead>
<tr>
<th>Concept:</th>
<th>3 Informational</th>
<th>Concept:</th>
<th>4 Informational</th>
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</table>
| **Craft and Structure**  
CC 1.2.K.D, CC1.2.K.E, CC1.2.K.F | | **Integration of Knowledge and Ideas**  
CC1.2.K.G, CC 1.2.K.H, CC 1.2.K.I |
| **Point of View**  
**Lesson Essential Questions:**  
How can I identify the author of the text?  
How can I identify the illustrator of the text?  
What is the role of an author in a text? What is the role of an illustrator in a text? How do they work together? | **Diverse Media**  
**Lesson Essential Question:**  
How do the illustrations help me understand the text? |
| **Text Structure**  
**Lesson Essential Question:**  
How do I identify parts of a text (beginning, end, details)? | **Evaluating Arguments**  
**Lesson Essential Question:**  
What reasons did the author give to support the important points in the text? *(with prompting and support)* |
| **Vocabulary**  
**Lesson Essential Question:**  
How do I ask and answer questions about unknown words in a text? *(with prompting and support)* | **Analysis Across Texts**  
**Lesson Essential Question:**  
How do I identify basic similarities and differences between two texts on the same topic (read or read aloud)? *(with prompting and support)* |
| **Vocabulary:**  
Author, illustrator, role, beginning, end, details, unknown words | **Vocabulary:**  
Illustrations, text, reasons, points, similarities, differences, topic |
| **Concept:**  
**Vocabulary Acquisition and Use**  
CC1.2.K.J, CC1.2.K.K | | | 5 Informational |
| **Lesson Essential Questions:**  
How do I build my vocabulary to include new words?  
How do I use words and phrases that I hear and see in daily conversations and writing?  
How do I figure out the meaning of an unknown word or phrase?  
How do I figure out the meaning of words with multiple meanings?  
What tools and strategies can I use to find the meaning of a word I do not know? |
Topic: Reading Literature

Key Learning: Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts, and textual evidence.

Unit Essential Questions:
1. How do I read, understand and respond to literature?
2. How do I make connections among ideas and between texts?
3. How do I use textual evidence effectively?

<table>
<thead>
<tr>
<th>Concept: Preview, Predict and Set Purpose</th>
<th>1 Literature</th>
<th>Concept: Key Ideas and Details</th>
<th>2 Literature</th>
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<tr>
<td>Lesson Essential Questions:</td>
<td></td>
<td>Theme</td>
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<tr>
<td>How can the title and the cover of a book help me think about the message of a story?</td>
<td>How can I use key details in my retelling?</td>
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<td>How do I determine a purpose before reading literature?</td>
<td>How can I start at the beginning and tell what happened in the story?</td>
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<td>How can a picture walk help me make predictions about the story?</td>
<td>How can I use key details to answer questions about a story?</td>
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<tr>
<td>Vocabulary: title, cover, illustrations, author, illustrator, picture walk</td>
<td>Vocabulary: Key details, retelling, story elements, characters, setting, major events, beginning, end, before/after</td>
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<td>Concept:</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<td>CC.1.3.K.D, CC.1.3.K.E, CC 1.3.K.F</td>
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</table>

**Point of View**

Lesson Essential Questions:
- How can I identify the author of the story?
- How can I identify the illustrator of the story?
- What is the role of an author in a story? What is the role of an illustrator in a story? How do they work together?

**Text Structure**

Lesson Essential Questions:
- How do I know what type of text I am reading (stories, poem)?
- How do I identify important parts of the book (beginning, end, details)?

**Vocabulary**

Lesson Essential Question:
- How do I ask and answer questions about unknown words in a text? (with prompting and support)

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<th>Concept:</th>
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<tbody>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>CC.1.3.K.G, CC.1.3.K.H</td>
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</tbody>
</table>

**Sources of Information**

Lesson Essential Questions:
- How are the illustrations and the text connected? (read or read aloud)

**Text Analysis**

Lesson Essential Questions:
- How do I compare and contrast the adventures and experiences of characters in stories?

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<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<tr>
<td>CC.1.3.K.I, CC.1.3.K.J</td>
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</tbody>
</table>

**Lesson Essential Questions:**
- How do I build my vocabulary to include new words?
- How do I use new vocabulary in daily conversation and writing?
- How do I figure out the meaning of an unknown word or phrase?
- How do I figure out the meaning of words with multiple meanings?
- What tools and strategies can I use to find the meaning of a word I do not know?

**Vocabulary:**
- unknown word, meaning, context, vocabulary, resources (word wall, reference materials, text)
**Key Learning:** Effective readers use appropriate strategies to construct meaning and apply a working knowledge of concepts of print, alphabetic principle and other basic conventions.

### Concept: Foundational Skills

#### Book Handling Skills

**CC.1.1.K.A**

**Lesson Essential Questions:**
- How do I handle a book?
- What are the parts of a book?
- What can I learn from the front of a book?
- What is the difference between illustrations and print?
- How do I tell “the end” after the last page of the book?

**Vocabulary:**
- front cover, back cover, words, title, author, illustrator, title page, illustrations, end, tell

#### Print Concepts – organization and basic features of print

**CC.1.1.K.B**

**Lesson Essential Questions:**
- How is print used to help me read?
- How do I follow a text when I read?
- How do I know the difference between letters, words and sentences?
- How are sounds in words shown in print?
- Why are spaces shown in print?

**Vocabulary:**
- Left to right, top to bottom, page by page, front back, return sweep
- Letter, word, sentence, order
- Sounds, print, match, point (one-to-one correspondence)
- Space
- **Letters make words.**
- **Words make sentences.**
- **Words are sounds written in a specific sequence of letters.**

**Letter Naming Targets**
- Fall: 8-34 (letters produced per minute)
- Winter: 27-40
- Spring: 40-49

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### Unit Essential Question:

- **(teacher)** How do strategic readers create meaning from informational and literary text?
- **(student)** How can I put together everything I know about print, letters, and sounds to read?
<table>
<thead>
<tr>
<th><strong>Websites:</strong></th>
<th><strong>Apps for Print Concepts:</strong></th>
<th><strong>Resources</strong></th>
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</thead>
</table>
| FCRR – Rhyme and Alliteration  
Sentence Builder | Big books  
Language Experience  
Charts  
Daily 5 (Boushey & Moser)  
CAFÉ (Boushey & Moser)  
Guess the Covered Word  
Month by Month Reading and Writing for Kindergarten: Systematic, Multilevel Instruction (Hall & Cunningham)  
Letter Matching  
ABC books  
Alphabet Bingo  
Letter Manipulatives  
Music (Dr. Jean, Jack Hartmann, HWT)  
Handwriting Without Tears  
Letter Sound Mouth Gestures  
**Phonics Lessons:** Letters, Words, and How They Work: Grade K (Fountas & Pinnell)  
Building Words (Beck)  
| FCRR – Sentence Segmentation, Syllables, Onset and Rime  
Letter School  
Letter Quiz  
Wet Dry Try (HWT)  
Starfall ABCs  
iWriteWords |  
Big books  
Language Experience  
Charts  
Daily 5 (Boushey & Moser)  
CAFÉ (Boushey & Moser)  
Guess the Covered Word  
Month by Month Reading and Writing for Kindergarten: Systematic, Multilevel Instruction (Hall & Cunningham)  
| FCRR – Letter Recognition  
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<th>5 Foundational Skills</th>
<th>Concept:</th>
<th>6 Foundational Skills</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td><strong>Rhyming</strong></td>
<td><strong>Phonological Awareness</strong></td>
<td><strong>Syllables in Spoken Words</strong></td>
<td><strong>Phonological Awareness</strong></td>
<td><strong>Onset Rime in Spoken Words</strong> (single syllable)</td>
<td><strong>Phonological Awareness</strong></td>
<td><strong>CVC Words</strong></td>
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</table>

### Lesson Essential Questions:

<table>
<thead>
<tr>
<th></th>
<th>How do I know when words rhyme?</th>
<th>How do I count syllables in words?</th>
<th>How do I break a word into parts?</th>
<th>How do I pronounce the onset of a word? How do I pronounce the rime?</th>
<th>How do I blend sounds to say a word?</th>
<th>How do I isolate individual sounds in CVC words?</th>
<th>How do I pronounce the initial sound of a CVC word?</th>
<th>How do I pronounce the medial vowel sound of a CVC word?</th>
<th>How do I pronounce the final sound of a CVC word?</th>
<th>How do I segment a word to produce each sound in the word?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How can I make words rhyme?</td>
<td></td>
<td>How do I break a word into parts?</td>
<td>How do I pronounce the onset of a word? How do I pronounce the rime?</td>
<td>How do I blend sounds to say a word?</td>
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### Vocabulary:

<table>
<thead>
<tr>
<th>Rhyme</th>
<th>recognize, produce</th>
<th>Count, syllable, break, part, apart, blend, individual, pronounce</th>
<th>Single syllable, break, word, parts, pronounce, onset, rime, blend, chunk</th>
<th>CVC word, isolate, pronounce, initial, medial, middle, final, segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming words sound the same at the end</td>
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### Websites:

|---|---|---|---|
# LOWER DAUPHIN SCHOOL DISTRICT
## Language Arts Curriculum Maps – Kindergarten

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>APPS for Phonological Awareness</td>
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<tr>
<td>Resources</td>
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<tr>
<td>Music (Dr. Jean, Jack Hartmann, HWT)</td>
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<tr>
<td>Phonemic Awareness Activities for Early Reading Success (Blevins)</td>
<td>Lower Dauphin School District Instruction and Intervention Toolkit - <a href="http://www.ldsd.org/Page/231">http://www.ldsd.org/Page/231</a></td>
<td>Road to the Code: A Phonological Awareness Program for Young Children (Blachman)</td>
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<td>7 Foundational Skills</td>
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<td>Phonics and Word Recognition – Letter Sound Correspondence</td>
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<tr>
<td><strong>Lesson Essential Questions:</strong></td>
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<tr>
<td>How does knowing letter sounds help me decode words?</td>
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<tr>
<td>How do I apply letter sounds?</td>
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<tr>
<td>Why are vowels important in words? What sounds do vowels make?</td>
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<tr>
<td>How does knowing the sequence of consonants and vowels help me read words? (short versus long vowel)</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
<td>Letter sounds, decode, apply, vowels, long, short, sounds, sequence consonants CVC, CVCe</td>
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</tr>
<tr>
<td><strong>Websites</strong></td>
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</tr>
<tr>
<td>Reading A-Z</td>
<td><a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></td>
<td></td>
</tr>
<tr>
<td>Nellie Edge – Reading and Singing</td>
<td><a href="http://www.nellieedge.com/free%20little%20books.htm#.U-KQwmM0gTA">http://www.nellieedge.com/free%20little%20books.htm#.U-KQwmM0gTA</a></td>
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<tr>
<td>Read Write Think</td>
<td><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></td>
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<tr>
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<th>8 Foundational Skills</th>
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<tr>
<td>Phonics and Word Recognition – High Frequency Sight Words &amp; Word Families</td>
<td>CC.1.1.K.D</td>
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<tr>
<td><strong>Lesson Essential Questions:</strong></td>
<td></td>
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<tr>
<td>Why are sight words important?</td>
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<tr>
<td>How do sight words help me to read and write?</td>
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<tr>
<td>Why is it important to recognize sight words quickly? (automaticity)</td>
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<tr>
<td>How are words within word families the same? (similarly spelled words)</td>
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<tr>
<td>What happens when I change the first letter of a word in a word family?</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>Sight words, automaticity, change, word wall</td>
</tr>
<tr>
<td>*see grade level sight word assessment</td>
<td></td>
</tr>
<tr>
<td>Chunk, word families, Core chunks examples (-at, -an, -it, -in, -ot, -et, -en, -up, -un)</td>
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<tr>
<td><strong>Websites</strong></td>
<td></td>
</tr>
<tr>
<td>Reading A-Z</td>
<td><a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></td>
</tr>
<tr>
<td>Hubbard’s Cupboard – Sight Word Books</td>
<td><a href="http://www.hubbardscupboard.org/sight_words.html#ABCorder">http://www.hubbardscupboard.org/sight_words.html#ABCorder</a></td>
</tr>
<tr>
<td>Hubbard’s Cupboard – Word Family Books</td>
<td><a href="http://www.hubbardscupboard.org/printable_booklets.html#WordFamilyBooklets">http://www.hubbardscupboard.org/printable_booklets.html#WordFamilyBooklets</a></td>
</tr>
</tbody>
</table>
### APPS for Phonics and Word Recognition
- ABC Spelling Magic 1 (short vowel word)
- Word Wizard
- Montessori Crosswords
- Word Magic

### APPS for Fluency
- Little Speller

### Resources
- Phonics Dance
- Hearing Sounds in Words (Clay)
- Project Read Phonology (kinesthetic application of letter sounds)
- Making Words Kindergarten: 50 Interactive Lessons that Build Phonemic Awareness, Phonics, and Spelling Skill (Cunningham)

### Resources
- Kid Writing (Feldgus)
- Look – See – Spell – Write
- Word Wall Activities / Chants
- Word Ladders
- Word Stairs (each word is related to the word before. Use the last letter of the word to start the next word on the stair. These are sometimes called word vines or word snakes).
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<th>9 Foundational Skills</th>
<th>Concept:</th>
<th>10 Foundational Skills</th>
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<tr>
<td><strong>Fluency</strong> – reading emergent reader text</td>
<td><strong>Fluency</strong> – purpose and understanding</td>
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<td>CC.1.1.K.E</td>
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**Lesson Essential Questions:**

- How do I pay attention to pattern when I am reading?
- How do I blend sounds to read a word?
- How do I break a word into parts (segment)?
- How does hearing and saying each sound help me to read?

**Lesson Essential Questions:**

- How does punctuation help me to understand what I am reading?
- Why does an author use different types of punctuation?
- How can I use the picture to help me when I read?
- How can I use the beginning of a word to help me when I read?
- How do I remember and tell what I read?

**Vocabulary:**

- Pattern (of text), change in pattern, sounds, word, blend, break, segment, read
- DIBELS Next NWF – CLS/WWR
- CLS Winter – 17
- CLS Spring – 20

**Vocabulary:**

- Punctuation
- Picture, beginning, word, tricky, unknown, self-correct

**Questioning:**

- Does this make sense? Does this look right? Does this sound right?
- Remember, tell

**Websites:**


**Apps for Fluency**

- Read Me Stories

**Apps for Fluency**

- Read Me Stories
- Sentence Builder

**Resources**

- Reading Street Decodable Readers
- Teaching Literacy in Kindergarten - Tools for Teaching Literacy

**Resources**

- Reading Street Decodable Readers
Long Term Transfer Goals  (http://www.pdesas.org/CurriculumFramework/PAC/)

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

SAS Search Tool for Literacy:
http://www.pdesas.org/module/content/search/#search