

Kindergarten 1st Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers See Themselves as Readers</p> <p>Essential Questions: How can I take care of books? How do I choose a book? How do I know I am a reader? What do I like about reading? Why read? How do reading and writing connect?</p>	<p>Week 1: Taking Care of Books</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes parts of print (letters, words, and spacing) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order • Identifies the title <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing • Classifies categories of given words/pictures by concept • Uses knowledge of position words and content words <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Retells stories in proper sequence <p>B 2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Selects and returns books from a variety of categories within the classroom collection. 	<p><i>GHGR</i> Shared Reading TM p. 32</p> <p><i>GHGR</i> Shared Reading TM p. 30</p> <p><i>GHGR</i> Shared Reading TM p. 30</p> <p><i>GHGR</i> Shared Reading TM p. 34, <i>WTW Sort 3</i></p> <p><i>GHGR</i> Shared Reading TM p. 36</p> <p><i>WTW Sort 1</i></p> <p><i>WTW Sort 1</i></p> <p><i>GHGR</i> Shared Reading TM pp. 38</p> <p><i>GHGR</i> Shared Reading TM pp. 30-39</p>	<p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>Informal assessment</p> <p><i>GHGR Assessment Handbook</i> p. 33: Retelling Rubric</p> <p>Informal assessment</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers See Themselves as Readers</p> <p>Essential Questions: How can I take care of books? How do I choose a book? How do I know I am a reader? What do I like about reading? Why read? How do reading and writing connect?</p>	<p>Week 2 : Choosing Books</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes parts of print (letters, words, and spacing) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order • Identifies the title <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing • Classifies categories of given words <p>B 2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Selects and returns books from a variety of categories within the classroom collection. 	<p><i>GHGR</i> Shared Reading TM p. 44</p> <p><i>GHGR</i> Shared Reading TM p. 42</p> <p><i>GHGR</i> Shared Reading TM p. 42</p> <p><i>GHGR</i> Shared Reading TM p. 46 <i>WTW Sort 3</i></p> <p><i>GHGR</i> Shared Reading TM p. 36, 48, 60, 72</p> <p><i>WTW Sort 3</i></p> <p><i>GHGR</i> Shared Reading TM pp. 42-51</p>	<p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>Informal assessment</p> <p>Informal assessment</p> <p>District Writing Prompt & Rubric</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers See Themselves as Readers/ Writing Around Us</p> <p>Essential Questions: How can I take care of books? How do I choose a book? How do I know I am a reader? What do I like about reading? Why read? How do reading and writing connect?</p>	<p>Week 3: Knowing Yourself as a Reader/ What is Writing?</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters • Recognizes parts of print (letters, words, and spacing) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order • Identifies the title <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Retells stories in proper sequence <p>B 2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events 	<p><i>GHGR</i> Shared Reading TM p. 58, <i>WTW Sort</i> 8</p> <p><i>GHGR</i> Shared Reading TM p. 56</p> <p><i>GHGR</i> Shared Reading TM p. 54</p> <p><i>GHGR</i> Shared Reading TM p. 54</p> <p><i>GHGR</i> Shared Reading TM p. 58</p> <p><i>GHGR</i> Shared Reading TM p. 58</p> <p><i>GHGR</i> Shared Reading TM p. 60</p> <p><i>GHGR</i> Shared Reading TM pp. 62</p> <p><i>GHGR</i> Writing TM pp. 27-29</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>Informal assessment</p> <p><i>GHGR</i> Assessment Handbook p. 33: Retelling Rubric</p> <p>District Writing Prompt & Rubric</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers See Themselves as Readers/ Writing Around Us</p> <p>Essential Questions: How can I take care of books? How do I choose a book? How do I know I am a reader? What do I like about reading? Why read? How do reading and writing connect?</p>	<p>Week 4 : Building Reading Stamina/Reasons for Writing</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters • Recognizes parts of print (letters, words, and spacing) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order • Identifies the title <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Retells stories in proper sequence <p>B 2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events 	<p><i>GHGR</i> Shared Reading TM p. 70, WTW Sort 9</p> <p><i>GHGR</i> Shared Reading TM p. 68</p> <p><i>GHGR</i> Shared Reading TM p. 66</p> <p><i>GHGR</i> Shared Reading TM p. 66</p> <p><i>GHGR</i> Shared Reading TM p. 70</p> <p><i>GHGR</i> Shared Reading TM p. 70</p> <p><i>GHGR</i> Shared Reading TM p. 72</p> <p><i>GHGR</i> Shared Reading TM pp. 74</p> <p><i>GHGR</i> Writing TM pp. 30-33</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>Informal assessment</p> <p><i>GHGR Assessment Handbook</i> p. 33: Retelling Rubric</p> <p>District Writing Prompt & Rubric</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers Make Sense of Text/Writers Tell Stories</p> <p>Essential Questions:</p>	<p>Week 1 : Making Predictions/How we Write</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lower case letters • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order • Tracks words while text is being read (1:1 match) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies each syllable in a word <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Retells stories in proper sequence • Uses pictures or parts of text, including title, to access schema • Provides evidence from pictures or parts of text when making predictions <p>B2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Applies knowledge of directionality and spacing between words • Uses phonetic and conventional spelling 	<p><i>GHGR</i> Shared Reading TM pp. 88, <i>WTW Sort</i> 10</p> <p><i>GHGR</i> Shared Reading TM pp. 84</p> <p><i>GHGR</i> Shared Reading TM p. 86</p> <p><i>GHGR</i> Shared Reading TM p. 88</p> <p><i>GHGR</i> Shared Reading TM pp. 90</p> <p><i>GHGR</i> Shared Reading TM pp. 92</p> <p><i>GHGR</i> Shared Reading TM pp. 84</p> <p><i>GHGR</i> Shared Reading TM pp. 84</p> <p><i>GHGR</i> Writing TM p. 34</p> <p><i>GHGR</i> Writing TM p. 34</p> <p><i>GHGR</i> Writing TM p. 34</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p><i>GHGR</i> Assessment Handbook p. 33: Retelling Rubric</p> <p><i>GHGR</i> Writing Rubric- Writing Teacher Resource CD</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit Title: Great Readers Make Sense of Text/Writers Tell Stories</p> <p>Essential Questions:</p>	<p>Week 2 : Asking Questions/How we Write</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lower case letters • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Blends spoken syllables and phonemes into meaningful words <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Retells stories in proper sequence • Uses pictures or parts of text, including title, to access schema • Provides evidence from pictures or parts of text when making predictions <p>B2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Applies knowledge of directionality and spacing between words • Uses phonetic and conventional spelling 	<p><i>GHGR</i> Shared Reading TM pp. 100 <i>WTW Sort 12</i></p> <p><i>GHGR</i> Shared Reading TM pp. 96, 98</p> <p><i>GHGR</i> Shared Reading TM p. 100</p> <p><i>GHGR</i> Shared Reading TM pp. 102</p> <p><i>GHGR</i> Shared Reading TM pp. 104</p> <p><i>GHGR</i> Shared Reading TM pp. 96</p> <p><i>GHGR</i> Shared Reading TM pp. 96</p> <p><i>GHGR</i> Writing TM p. 34</p> <p><i>GHGR</i> Writing TM p. 38</p> <p><i>GHGR</i> Writing TM p. 38</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p><i>GHGR</i> Assessment Handbook p. 33: Retelling Rubric</p> <p><i>GHGR</i> Writing Rubric- Writing Teacher Resource CD</p>	

Kindergarten 2nd quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 2 Title: Great Readers Make Sense of Text/Writers Tell Stories</p> <p>Essential Questions:</p>	<p align="center">Week 3: Problem Solving Unfamiliar Words/Exploring Books</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> Identifies upper and lowercase letters (CI 1) Recognizes parts of print (letters, words, and spacing) (CI 2) Tracks words while text is being read (1:1 match) (CI7) Identifies the title (CI 5) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> Identifies and produces rhyming words in response to an oral prompt (CI 1) Isolates initial, medial and final sounds in single syllable words (CI 7) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> Demonstrates each consonant letter sound (CI 1) Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> Uses pictures or parts of text, including title, to access schema (CI 5) Provides evidence from pictures or parts of text when making predictions (CI 6) <p>B2.3 Plans and creates oral, written and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> Includes one or more events (CI 1) <p>B 2.4 Plans and creates oral, written, and visual Informational communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> Uses organizational structure – labeling (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> Uses the syntax of oral language Applies knowledge of directionality and spacing between words (CI 2) Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 110, 112, <i>WTW</i> Sort 11</p> <p><i>GHGR</i> Shared Reading TG p. 110, 112, <i>WTW</i> Sort 11</p> <p><i>GHGR</i> Shared Reading TG p. 110</p> <p><i>GHGR</i> Shared Reading TG p. 108 <i>GHGR</i> Writing TG p. 42</p> <p><i>GHGR</i> Shared Reading TG p. 112</p> <p><i>GHGR</i> Writing TG p. 40</p> <p><i>GHGR</i> Shared Reading TG p. 112</p> <p><i>GHGR</i> Shared Reading TG p. 108</p> <p><i>GHGR</i> Shared Reading TG p. 110</p> <p><i>GHGR</i> Shared Reading TG p. 110</p> <p><i>GHGR</i> Shared Reading TG p. 110</p> <p><i>GHGR</i> Shared Reading TG p. 114-115</p> <p><i>GHGR</i> Writing TG p. 41</p> <p><i>GHGR</i> Writing TG p. 41, 42</p> <p><i>GHGR</i> Writing TG p. 40</p> <p><i>GHGR</i> Writing TG p. 40, 42</p>	<p>Alphabet recognition</p> <p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 2nd quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 2 Title: Great Readers Make Sense of Text/Writers Tell Stories</p> <p>Essential Questions:</p>	<p align="center">Week 4 : Summarizing and Retelling/Writers Tell Stories Catch-Up Week</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters (CI 1) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequence • Identifies the title (CI 5) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) 	<p><i>GHGR</i> Shared Reading TG p. 124, <i>WTW</i> Sort 13</p> <p><i>GHGR</i> Shared Reading TG p. 122</p> <p><i>GHGR</i> Shared Reading TG p. 120</p> <p><i>GHGR</i> Shared Reading TG p. 124</p> <p><i>GHGR</i> Shared Reading TG p. 120</p> <p><i>GHGR</i> Shared Reading TG pp. 126</p> <p><i>GHGR</i> Shared Reading TG pp. 124</p> <p><i>GHGR</i> Shared Reading TG pp. 120, 124, 126, 128</p> <p><i>GHGR</i> Shared Reading TG pp. 120, 122</p> <p><i>GHGR</i> Shared Reading TG pp. 120</p>	<p>Alphabet recognition</p> <p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 2nd quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 3 Title: Great Readers Use What They Know/ Writing About What We Know</p> <p>Essential Questions:</p>	<p>Week 1: Making Connections/What We Write About</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters (CI 1) • Recognizes parts of print (letters, words, and spacing) (CI 2) • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of the author and illustrator (CI 6) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) • Identifies each word spoken in a sentence (CI 2) • Isolates initial, medial and final sounds in single syllable words (CI 7) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Provides evidence from pictures or parts of text when making predictions (CI 6) • Recognizes various genre (CI 8) <p>B2.3 Plans and creates oral, written and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses the syntax of oral language • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 144</p> <p><i>GHGR</i> Shared Reading TG p. 140</p> <p><i>GHGR</i> Writing TG p. 44</p> <p><i>GHGR</i> Shared Reading TG p. 138</p> <p><i>GHGR</i> Shared Reading TG p. 138 <i>GHGR</i> Writing TG p. 45</p> <p><i>GHGR</i> Shared Reading TG p. 142, <i>WTW</i> Sort 28</p> <p><i>GHGR</i> Writing TG p. 44</p> <p><i>GHGR</i> Shared Reading TG p. 140</p> <p><i>GHGR</i> Shared Reading TG p. 144</p> <p><i>GHGR</i> Shared Reading TG p. 138</p> <p><i>GHGR</i> Shared Reading TG p. 144</p> <p><i>GHGR</i> Shared Reading TG p. 138, 140, 142, 144, 146</p> <p><i>GHGR</i> Shared Reading TG p. 146</p> <p><i>GHGR</i> Shared Reading TG p. 138</p> <p><i>GHGR</i> Shared Reading TG p. 138</p> <p><i>GHGR</i> Shared Reading TG p. 138</p> <p><i>GHGR</i> Writing TG p. 44</p> <p><i>GHGR</i> Writing TG p. 45, 46</p> <p><i>GHGR</i> Writing TG p. 45, 46</p>		

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<p>Unit 1 Title: Great Readers Use What They Know/Writing About What We Know</p> <p>Essential Questions:</p>	<p>Week 2 : Activating Background Knowledge/Writing About Our Class</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters (CI 1) • Recognizes parts of print (letters, words, and spacing) (CI 2) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Explains the role of the author and illustrator • Tracks words while text is being read (1:1 match) (CI7) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Isolates initial, final and medial sounds in single syllable words (CI 7) • Identifies each word spoken in a sentence (CI 2) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and books read aloud and demonstrates knowledge through speaking and writing (CI 1) • Classifies categories of given words/pics by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) <p>B 2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) <p>B 3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses the syntax of oral language (CI 1) • Applies knowledge of directionality and spacing between words (CI 2) 	<p><i>GHGR</i> Shared Reading TG p. 154, <i>WTW</i> Sort 15</p> <p><i>GHGR</i> Writing TG p. 47</p> <p><i>GHGR</i> Shared Reading TG p. 152</p> <p><i>GHGR</i> Writing TG p. 48, 49</p> <p><i>GHGR</i> Shared Reading TG p. 152, <i>GHGR</i> Writing TG p. 47</p> <p><i>GHGR</i> Shared Reading TG p. 154 <i>WTW</i> Sort 15, <i>GHGR</i> Writing TG p. 47</p> <p><i>GHGR</i> Writing TG p. 47</p> <p><i>GHGR</i> Shared Reading TG p. 154, <i>WTW</i> Sort 15</p> <p><i>GHGR</i> Shared Reading TG p. 150, 156</p> <p><i>GHGR</i> Shared Reading TG p. 156</p> <p><i>GHGR</i> Shared Reading TG p. 156</p> <p><i>GHGR</i> Shared Reading TG p. 150, 154, 156, 159</p> <p><i>GHGR</i> Shared Reading TG p. 158</p> <p><i>GHGR</i> Shared Reading TG p. 154</p> <p><i>GHGR</i> Shared Reading TG p. 150</p> <p><i>GHGR</i> Writing TG p. 47, 49</p> <p><i>GHGR</i> Writing TG p. 47, 49</p> <p><i>GHGR</i> Writing TG p. 47</p>		

Kindergarten 2nd quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 2 Title: Great Readers Use What They Know/Writing About What We Know</p> <p>Essential Questions:</p>	<p align="center">Week 3 : Building Vocabulary and Concept Knowledge/Making Our Writing Clearer</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes parts of print (letters, words and spacing) (CI 1) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Identifies the title (CI 5) • Explains the role of the author and illustrator <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) • Uses knowledge of position words and content words (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and ask questions) (CI 1) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Provides evidence from pictures or parts of text when making predictions (CI 6) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B2.3 Plans and creates oral, written, and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses the syntax of oral language (CI 1) • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Writing TG p. 50</p> <p><i>GHGR</i> Shared Reading TG pp. 164</p> <p><i>GHGR</i> Shared Reading TG p. 162</p> <p><i>GHGR</i> Writing TG p. 51</p> <p><i>GHGR</i> Shared Reading TG p. 166, <i>WTW</i> Sort 27</p> <p><i>GHGR</i> Shared Reading TG pp. 162, 165, 167, 168</p> <p><i>GHGR</i> Shared Reading TG p. 168, <i>WTW</i> Sort 27, <i>GHGR</i> Writing TG p. 50</p> <p><i>GHGR</i> Shared Reading TG p. 168</p> <p><i>GHGR</i> Shared Reading TG p. 171</p> <p><i>GHGR</i> Shared Reading TG p. 170</p> <p><i>GHGR</i> Shared Reading TG p.162, 164</p> <p><i>GHGR</i> Shared Reading TG p. 162, 164</p> <p><i>GHGR</i> Shared Reading TG p. 162</p> <p><i>GHGR</i> Writing TG p. 51</p> <p><i>GHGR</i> Writing TG p. 50</p> <p><i>GHGR</i> Writing TG p. 50-52</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p>	

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 3 Title: Great Readers Use What They Know/Writing About What We Know</p> <p>Essential Questions:</p>	<p align="center">Week 4 : Making Inferences/Write About What We Know – Catch Up Week</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lower case letters (CI 1) • Tracks words while text is being read (1:1 match) (CI 7) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Isolates initial, medial and final sounds in single syllable words (CI 7) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (character and setting) (CI 3) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) 	<p><i>GHGR</i> Shared Reading TG p. 178 <i>WTW</i> Sort 14</p> <p><i>GHGR</i> Shared Reading TG p. 176</p> <p><i>GHGR</i> Shared Reading TG p. 178, <i>WTW</i> Sort 14</p> <p><i>GHGR</i> Shared Reading TG p. 174, 178</p> <p><i>GHGR</i> Shared Reading TG p. 180</p> <p><i>GHGR</i> Shared Reading TG p. 174, 176, 178, 180, 182</p> <p><i>GHGR</i> Shared Reading TG p. 182</p> <p><i>GHGR</i> Shared Reading TG p. 180, 182</p> <p><i>GHGR</i> Shared Reading TG p. 174</p>		

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 4 Title: Great Readers Understand How Stories Work/Explorin g How Books Work</p> <p>Essential Questions:</p>	<p align="center">Week 1: Understanding Story Grammar/Writing a Number Book</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes parts of print (letters, words, and spacing) (CI 2) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) • Blends spoken syllables and phonemes into meaningful words (CI 5) • Isolates initial, medial and final sounds in single syllable words (CI 7) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and texts read aloud and demonstrates knowledge through speaking and writing (CI 1) • Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (character and setting) (CI 3) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B 2.4 Plans and creates oral, written, and visual Informational communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses organizational structure(labeling, sequence, compare/contrast) (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Applies knowledge of directionality and spacing between words (CI 2) • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 194</p> <p><i>GHGR</i> Shared Reading TG p. 196, <i>WTW</i> Sort 5</p> <p><i>GHGR</i> Shared Reading TG p. 196</p> <p><i>GHGR</i> Writing TG p. 41</p> <p><i>GHGR</i> Shared Reading TG p. 192, 198</p> <p><i>GHGR</i> Shared Reading TG p. 192</p> <p><i>GHGR</i> Shared Reading TG p. 198</p> <p><i>GHGR</i> Shared Reading TG p. 196, 198, 200</p> <p><i>GHGR</i> Shared Reading TG p. 200</p> <p><i>GHGR</i> Shared Reading TG p. 192, 194, 196, 198, 200</p> <p><i>GHGR</i> Shared Reading TG p. 192</p> <p><i>GHGR</i> Writing TG p. 55, 56</p> <p><i>GHGR</i> Writing TG p. 55, 56</p> <p><i>GHGR</i> Writing TG p. 54</p> <p><i>GHGR</i> Writing TG p. 54</p>	<p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 4 Title: Great Readers Understand How Stories Work/Explorin g How Books Work</p> <p>Essential Questions:</p>	<p align="center">Week 2: Understanding Story Grammar/Writing an ABC Book</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lowercase letters (CI 1) • Recognizes parts of print (letters, words, and spacing) (CI 2) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (character and setting) (CI 3) • Provides evidence from pictures or parts of text when making predictions (CI 6) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) <p>B 2.4 Plans and creates oral, written, and visual Informational communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses organizational structure (labeling, sequence, compare/contrast) (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses the syntax of oral language • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 208, <i>WTW</i> Sort 16</p> <p><i>GHGR</i> Shared Reading TG p. 110, 112,</p> <p><i>GHGR</i> Writing TG p. 58</p> <p><i>GHGR</i> Shared Reading TG p. 206, 208</p> <p><i>GHGR</i> Writing TG p. 58</p> <p><i>GHGR</i> Shared Reading TG p. 204, 210</p> <p><i>GHGR</i> Shared Reading TG p. 210</p> <p><i>GHGR</i> Shared Reading TG p. 204</p> <p><i>GHGR</i> Shared Reading TG p. 212</p> <p><i>GHGR</i> Shared Reading TG p. 204, 206, 208, 210</p> <p><i>GHGR</i> Shared Reading TG p. 114-115</p> <p><i>GHGR</i> Shared Reading TG p. 204, <i>GHGR</i> Writing TG p. 58</p> <p><i>GHGR</i> Writing TG p. 57, 58, 59</p> <p><i>GHGR</i> Writing TG p. 57, 58, 59</p> <p><i>GHGR</i> Writing TG p. 57, 58, 59</p> <p><i>GHGR</i> Writing TG p. 57, 58, 59</p>		<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 3 Title: Great Readers Understand How Stories Work/Explorin g How Books Work</p> <p>Essential Questions:</p>	<p align="center">Week 3: Identifying and understanding Literary Devices/Writing a Pattern Book</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) Tracks words while text is being read (1:1 match) (CI 7) Identifies the title (CI 5) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> Identifies and produces rhyming words in response to an oral prompt (CI 1) Isolates initial, medial and final sounds in single syllable words (CI 6) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> Demonstrates each consonant letter sound (CI 1) Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) Retells stories in proper sequence (CI 2) Recognizes elements of fictional text (character and setting) (CI 3) Uses pictures or parts of text, including title, to access schema (CI 5) Provides evidence from pictures or parts of text when making predictions (CI 6) Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> Uses the syntax of oral language Applies knowledge of directionality and spacing between words (CI 2) Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 218 <i>GHGR</i> Writing TG p. 60</p> <p><i>GHGR</i> Shared Reading TG p. 218</p> <p><i>GHGR</i> Writing TG p. 60</p> <p><i>GHGR</i> Shared Reading TG p. 220 <i>WTW</i> Sort 17, <i>GHGR</i> Writing p. 60</p> <p><i>GHGR</i> Shared Reading TG. 220,</p> <p><i>WTW</i> Sort 17</p> <p><i>GHGR</i> Shared Reading TG p. 216, 222</p> <p><i>GHGR</i> Shared Reading TG p. 222, <i>GHGR</i> Writing TG p. 60</p> <p><i>GHGR</i> Shared Reading TG p. 216, 220, 222, 224</p> <p><i>GHGR</i> Shared Reading TG p. 216, 218, 220, 222, 224</p> <p><i>GHGR</i> Shared Reading TG p. 216, 218, 220, 222</p> <p><i>GHGR</i> Shared Reading TG p. 216</p> <p><i>GHGR</i> Shared Reading TG p. 216</p> <p><i>GHGR</i> Shared Reading TG p. 216</p> <p><i>GHGR</i> Writing TG p. 61 <i>GHGR</i> Writing TG p. 61</p> <p><i>GHGR</i> Writing TG p. 61, 62</p>	<p>Alphabet recognition</p> <p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 4 Title: Great Readers Understand How Stories Work/ Exploring How Books Work</p> <p>Essential Questions:</p>	<p align="center">Week 4: Identifying and Using Text Features/Writing a Class Book</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> Identifies periods, question marks, and exclamation points(CI 4) Identifies the title (CI 5) Explains the role of the author and illustrator (CI 6) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> Isolates initial, medial and final sounds in single syllable words (CI 6) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> Demonstrates each consonant letter sound (CI 1) Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> Classifies categories of given words/pictures by concept(CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> Applies comprehension strategies to gain meaning from text (CI 1) Retells stories in proper sequence (CI 2) Recognizes elements of fictional text (CI 3) Recognizes the basic conventions of print (CI 4) Uses pictures or parts of text, including title, to access schema (CI 5) Provides evidence from pictures or parts of text when making predictions (CI 6) Recognizes various genre (CI 8) <p>B2.3 Plans and creates oral, written and visual narrative communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> Includes one or more events (CI 1) <p>B 2.4 Plans and creates oral, written, and visual Informational communication based on modeled text or a series of instructions</p> <ul style="list-style-type: none"> Includes information specific to the topic (CI 1) Uses organizational structure (labeling, sequence, compare/contrast) (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> Uses the syntax of oral language (CI 1) Applies knowledge of directionality and spacing between words (CI 2) Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 230, 234, <i>GHGR</i> Writing TG p. 63</p> <p><i>GHGR</i> Shared Reading TG p. 228</p> <p><i>GHGR</i> Writing TG p. 64</p> <p><i>GHGR</i> Shared Reading TG p. 230</p> <p><i>GHGR</i> Shared Reading TG p. 230, <i>WTW</i> Sort 25</p> <p><i>GHGR</i> Shared Reading TG p. 228, 234</p> <p><i>GHGR</i> Shared Reading TG p. 232, 234</p> <p><i>GHGR</i> Shared Reading TG p. 230, 234</p> <p><i>GHGR</i> Shared Reading TG p. 236</p> <p><i>GHGR</i> SR TG p. 228, 236</p> <p><i>GHGR</i> SR TG p. 228, 236</p> <p><i>GHGR</i> Shared Reading TG p. 228, 236</p> <p><i>GHGR</i> Shared Reading TG p. 228</p> <p><i>GHGR</i> Shared Reading TG p. 228</p> <p><i>GHGR</i> Writing TG p. 64</p> <p><i>GHGR</i> Writing TG p. 65 <i>GHGR</i> Writing TG p. 65</p> <p><i>GHGR</i> Writing TG p. 63, 65 <i>GHGR</i> Writing TG p. 65</p> <p><i>GHGR</i> Writing TG p. 64, 65</p>	<p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Read to Learn/ Informational Writing</p> <p>Essential Questions:</p>	<p align="center">Week 1 : Learning Information From Nonfiction/Writing and All-About-Me Book</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of author and illustrator (CI 6) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies each syllable in a word (CI 3) • Blends spoken syllables and phonemes into meaningful words (CI 5) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (CI 1) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Recognizes various genre (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads texts from a variety of genre (CI 1) • Reads or rereads one or more familiar texts each day (CI 2) • Selects and returns books from a variety of categories within the classroom collection (CI 3) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses organizational structure (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> • Uses the syntax of oral language (CI 1) • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 246</p> <p><i>GHGR</i> Shared Reading TG p. 248</p> <p><i>GHGR</i> Shared Reading TG p. 246</p> <p><i>GHGR</i> Writing TG p. 68</p> <p><i>GHGR</i> Writing TG p. 67</p> <p><i>GHGR</i> Shared Reading TG p. 250</p> <p><i>GHGR</i> Shared Reading TG p. 250, <i>WTW</i> Sort 19</p> <p><i>GHGR</i> Shared Reading TG p. 246</p> <p><i>GHGR</i> Shared Reading TG p. 250, 252, 254</p> <p><i>GHGR</i> Shared Reading TG pp. 254</p> <p><i>GHGR</i> Shared Reading TG p. 248, 250, 252</p> <p><i>GHGR</i> Shared Reading TG p. 246, 248, <i>GHGR</i> Writing TG p. 68</p> <p><i>GHGR</i> Shared Reading TG p. 246, 248</p> <p><i>GHGR</i> Shared Reading TG p. 246</p> <p><i>GHGR</i> Shared Reading TG p. 250</p> <p><i>GHGR</i> Writing TG p. 68</p> <p><i>GHGR</i> Writing TG p. 67</p> <p><i>GHGR</i> Writing TG p. 68</p> <p><i>GHGR</i> Writing TG p. 68</p>	<p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

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Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Read to Learn/Informational Writing</p> <p>Essential Questions:</p>	<p align="center">Week 2: Learning From Nonfiction/Writing an All-About-Me Book</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> Identifies periods, question marks, and exclamation points (CI 4) Identifies the title (CI 5) Explains the role of the author and illustrator (CI 6) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> Blends spoken syllables and phonemes into meaningful words (CI 5) Isolates initial, medial and final sounds in single syllable words (CI 6) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> Demonstrates each consonant letter sound (CI 1) Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> Classifies categories of given words/ pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> Applies comprehension strategies to gain meaning from text (CI 1) Retells stories in proper sequence (CI 2) Recognizes the basic conventions of print (CI 4) Uses pictures or parts of text, including title, to access schema (CI 5) Provides evidence from pictures or parts of text when making predictions (CI 6) Recognizes various genre (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> Reads texts from a variety of genre Reads or rereads one or more familiar texts each day <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> Includes information specific to the topic (CI 1) Uses organizational structure(CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> Applies knowledge of directionality and spacing between words (CI 2) Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 260</p> <p><i>GHGR</i> Shared Reading TG p. 258 <i>GHGR</i> Writing TG p. 72</p> <p><i>GHGR</i> Shared Reading TG p. 258, <i>WTW</i> Sort 28 <i>GHGR</i> Shared Reading TG p. 262</p> <p><i>GHGR</i> Shared Reading TG p. 262 <i>GHGR</i> Shared Reading TG p. 262, <i>WTW</i> Sort 20</p> <p><i>GHGR</i> Shared Reading TG p. 258, 264</p> <p><i>GHGR</i> Shared Reading TG p. 264, <i>GHGR</i> Writing TG p. 70</p> <p><i>GHGR</i> Shared Reading TG p. 258, 260, 262, 264, 266 <i>GHGR</i> Shared Reading TG p. 266</p> <p><i>GHGR</i> Shared Reading TG p. 258, 264</p> <p><i>GHGR</i> Shared Reading TG p. 260</p> <p><i>GHGR</i> Shared Reading TG p. 258</p> <p><i>GHGR</i> Shared Reading TG p. 258, 264, 266 <i>GHGR</i> Shared Reading TG p. 258, 262</p> <p><i>GHGR</i> Writing TG p. 70, 71, 72 <i>GHGR</i> Writing TG p. 71</p> <p><i>GHGR</i> Writing TG p. 72</p> <p><i>GHGR</i> Writing TG p. 71, 72</p>	<p>Oral Language Behaviors Checklist, Assessment Card, Reading Log</p> <p>Writing Conference Card</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 3rd Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Read to Learn/Informational Writing</p> <p>Essential Questions:</p>	<p align="center">Week 3: Learning How to Read a Non-fiction Text/Writing an All-About Book</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of the author and illustrator (CI 6) • Tracks words while text is being read (1:1 match) (CI 7) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Blends spoken syllables and phonemes into meaningful words (CI 5) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and texts read aloud and demonstrates knowledge through speaking and writing (CI 1) • Classifies categories of given words/ pictures by concept (CI 2) • Uses knowledge of position words and content words (CI 3) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes the basic conventions of print (CI 4) • Uses pictures or parts of text, including title, to access schema (CI 5) • Recognizes various genre (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads texts from a variety of genre <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses an organizational structure (CI 2) 	<p><i>GHGR</i> Shared Reading TG p. 272</p> <p><i>GHGR</i> Writing TG p. 73</p> <p><i>GHGR</i> Shared Reading TG p. 270</p> <p><i>GHGR</i> Shared Reading TG p. 270, 274, 276, <i>GHGR</i> Writing TG p. 74</p> <p><i>GHGR</i> Shared Reading TG p. 272</p> <p><i>GHGR</i> Shared Reading TG p. 274</p> <p><i>GHGR</i> Shared Reading TG p. 274, <i>WTW</i> Sort 18</p> <p><i>GHGR</i> Shared Reading TG p. 270, 276, 278</p> <p><i>GHGR</i> Shared Reading TG p. 276</p> <p><i>GHGR</i> Shared Reading TG p. 270, 278</p> <p><i>GHGR</i> Shared Reading TG p. 278</p> <p><i>GHGR</i> Shared Reading TG p. 270, 272, 274, 276, 278</p> <p><i>GHGR</i> Shared Reading TG p. 270</p> <p><i>GHGR</i> Shared Reading TG p. 270</p> <p><i>GHGR</i> Shared Reading TG p. 272</p> <p><i>GHGR</i> Shared Reading TG p. 272</p> <p><i>GHGR</i> Writing TG p. 73, 74, 75</p> <p><i>GHGR</i> Writing TG p. 74, 75</p>	<p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p> <p>Writing Conference Card, Writing Samples</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 3rd Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 5 Title: Great Readers Read to Learn/Informational Writing</p> <p>Essential Questions:</p>	<p align="center">Week 4: Learning How to Read a Nonfiction Text/Writing an All-About Book</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of the author and illustrator (CI 6) • Tracks words while text is being read (1:1 match) (CI 7) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Blends spoken syllables and phonemes into meaningful words (CI 5) • Isolates initial, medial and final sounds in single syllable words (CI 6) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and texts read aloud and demonstrates knowledge through speaking and writing (CI 1) • Uses knowledge of position words and content words (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Retells stories in proper sequence (CI 2) • Recognizes the basic conventions of print (CI 4) • Uses pictures or parts of text, including title, to access schema (CI 5) • Provides evidence from pictures or parts of text when making predictions (CI 6) • Self-monitors and corrects (CI 7) • Recognizes various genre (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads texts from a variety of genre <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses organizational structure (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> • Uses the syntax of oral language (CI 1) • Applies knowledge of directionality and spacing between words (CI 2) • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 282, 286, 288 <i>GHGR</i> Writing TG p. 76 <i>GHGR</i> Shared Reading TG p. 282, 288 <i>GHGR</i> Shared Reading TG p. 282, 284, 286, 288, 290, <i>GHGR</i> Writing TG p. 77, 78 <i>GHGR</i> Shared Reading TG p. 290</p> <p><i>GHGR</i> Shared Reading TG p. 286 <i>GHGR</i> Writing TG p. 76</p> <p><i>GHGR</i> Shared Reading TG p. 286, <i>WTW</i> Sort 21</p> <p><i>GHGR</i> Shared Reading TG p. 286</p> <p><i>GHGR</i> Shared Reading TG p. 282</p> <p><i>GHGR</i> Shared Reading TG p. 288</p> <p><i>GHGR</i> Shared Reading TG p. 288</p> <p><i>GHGR</i> Shared Reading TG p. 290 <i>GHGR</i> Shared Reading TG p. 282, 284, 288, 290 <i>GHGR</i> Shared Reading TG p. 282, 286</p> <p><i>GHGR</i> Shared Reading TG p. 286</p> <p><i>GHGR</i> Shared Reading TG p. 282, 286, 288, 290 <i>GHGR</i> Shared Reading TG p. 284, 286</p> <p><i>GHGR</i> Shared Reading TG p. 284, 288, 290</p> <p><i>GHGR</i> Writing TG p. 77</p> <p><i>GHGR</i> Writing TG p. 76</p> <p><i>GHGR</i> Writing TG p. 76</p> <p><i>GHGR</i> Shared Reading TG p. 286, <i>GHGR</i> Writing TG p. 76, 77, 78</p> <p><i>GHGR</i> Writing TG p. 76, 77, 78</p>	<p>Alphabet Recognition</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 3rd Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/Realistic Stories</p> <p>Essential Questions:</p>	<p>Week 1: Taking Notes on Fiction/Writing Stories</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of the author and illustrator (CI 6) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies each word spoken in a sentence (CI 2) • Identifies each syllable in a word (CI 3) • Uses deletion to recognize word parts (CI 4) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/ pictures by concept (CI 2) • Uses knowledge of position words and content words (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Uses pictures or parts of text, including title, to access schema (CI 5) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads or rereads one or more familiar texts each day <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> • Applies knowledge of directionality and spacing between words (CI 2) • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Writing TG p. 80</p> <p><i>GHGR</i> Shared Reading TG p. 300</p> <p><i>GHGR</i> Shared Reading TG p. 300, 306, <i>GHGR</i> Writing TG p. 81</p> <p><i>GHGR</i> Shared Reading TG p. 174</p> <p><i>GHGR</i> Shared Reading TG p. 174</p> <p><i>GHGR</i> Shared Reading TG p. 304</p> <p><i>GHGR</i> Shared Reading TG p. 302, 304, <i>WTW</i> Sort 22</p> <p><i>GHGR</i> Shared Reading TG p. 300, 302</p> <p><i>GHGR</i> Shared Reading TG p. 306</p> <p><i>GHGR</i> Shared Reading TG p. 306</p> <p><i>GHGR</i> Shared Reading TG p. 300</p> <p><i>GHGR</i> Shared Reading TG p. 300, 308</p> <p><i>GHGR</i> Shared Reading TG p. 300</p> <p><i>GHGR</i> Shared Reading TG p. 300</p> <p><i>GHGR</i> Shared Reading TG p. 302, 304, 306, 308</p> <p><i>GHGR</i> Shared Reading TG p. 304, 306, 308</p> <p><i>GHGR</i> Writing TG p. 81</p> <p><i>GHGR</i> Shared Reading TG p. 300, 302, 306, <i>GHGR</i> Writing TG p. 81</p> <p><i>GHGR</i> Writing TG p. 81</p>	<p>Assessment Card, Reading Log <i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p> <p>Alphabet Recognition</p> <p>Writing Conference Card</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 3rd Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/ Realistic Stories</p> <p>Essential Questions:</p>	<p>Week 2: Taking Notes on Nonfiction/Planning Stories</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies upper and lower case letters (CI 1) • Recognizes parts of print (letters, words, and spacing) (CI 2) • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Identifies periods, question marks, and exclamation points (CI 4) • Identifies the title (CI 5) • Explains the role of the author and illustrator (CI 6) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words (CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Learns new words everyday from talk and texts read aloud and demonstrates knowledge through speaking and writing (CI 1) • Classifies categories of given words/ pictures by concept (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (CI 3) • Uses pictures or parts of text, including title, to access schema (CI 5) • Provides evidence from pictures or parts of text when making predictions (CI 6) • Self-monitors and corrects (CI 7) • Recognizes various genre (CI 8) <p>B2.2 Demonstrates reading habits of proficient readers</p> <ul style="list-style-type: none"> • Reads texts from a variety of genre • Reads or rereads one or more familiar texts each day <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) • Uses an organizational structure (CI 2) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> • Applies knowledge of directionality and spacing between words (CI 2) ◦ Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 194 <i>GHGR</i> Shared Reading TG p. 196, <i>WTW</i> Sort 5</p> <p><i>GHGR</i> Writing TG p. 83</p> <p><i>GHGR</i> Shared Reading TG p. 312</p> <p><i>GHGR</i> Shared Reading TG p. 312 <i>GHGR</i> Writing TG p. 83</p> <p><i>GHGR</i> Shared Reading TG p. 316, <i>WTW</i> Sort 24</p> <p><i>GHGR</i> Shared Reading TG p. 312, 318</p> <p><i>GHGR</i> Shared Reading TG p. 314</p> <p><i>GHGR</i> Shared Reading TG p. 314, 318</p> <p><i>GHGR</i> Shared Reading TG p. 320 <i>GHGR</i> Writing TG p. 84 <i>GHGR</i> Shared Reading TG p. 314</p> <p><i>GHGR</i> Shared Reading TG p. 312</p> <p><i>GHGR</i> Shared Reading TG p. 312 <i>GHGR</i> Shared Reading TG p. 314</p> <p><i>GHGR</i> Shared Reading TG p. 316, 318, 320, <i>GHGR</i> Writing TG p. 84, 85</p> <p><i>GHGR</i> Shared Reading TG p. 320, <i>GHGR</i> Writing TG p. 84, 85</p>	<p>Alphabet recognition</p> <p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>Writing Conference Card</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 6 Title: Great Readers Monitor and Organize Ideas and Information/ Realistic Stories Essential Questions:</p>	<p>Week 4: Visualizing/ Publishing Stories</p>	<p>B 1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Tracks words while text is being read (1:1 match) (CI 7) <p>B 1.2 Understands elements of phonemic awareness.</p> <ul style="list-style-type: none"> • Uses deletion to recognizes word parts (CI 4) <p>B1.3 Understands the elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Demonstrates long and short vowel sounds (CI 2) <p>B 1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/pictures by concept (CI 2) <p>B 2.1 Comprehends material from a variety of informational print and non-print sources,</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning</p> <ul style="list-style-type: none"> • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 338-339</p> <p><i>GHGR</i> Shared Reading TG p. 340</p> <p><i>GHGR</i> Shared Reading TG p. 340</p> <p><i>GHGR</i> Shared Reading TG p. 340 <i>WTW</i> Sort 30: word families</p> <p><i>GHGR</i> Shared Reading TG p. 342</p> <p><i>GHGR</i> Shared Reading TG p. 336-337, 338-339, 340-341, 342-343</p> <p><i>GHGR</i> Shared Reading TG p. 344</p> <p><i>GHGR</i> Shared Reading TG p. 336</p> <p><i>GHGR</i> Writing TG p. 89</p>	<p>Alphabet recognition</p> <p><i>GHGR</i> Assessment Handbook p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Kindergarten 4th Quarter

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 7 Title: Great Readers Think Critically About Books/ Writing About Feelings</p> <p>Essential Questions:</p>	<p>Week 1 : Responding to Characters/ Writing Letters</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes parts of print (letters, words, and spacing) (CI 2) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Blends spoken syllables and phonemes into meaningful words (CI 5) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates long and short vowel sounds (CI 2) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words(CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/ pictures by concept (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Recognizes elements of fictional text (character and setting) (CI 3) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Identifies periods, question marks, and exclamation marks (CI 4) <p>B2.4 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experience</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) 	<p><i>GHGR</i> Shared Reading TG p. 356</p> <p><i>GHGR</i> Shared Reading TG p. 358</p> <p><i>GHGR</i> Shared Reading TG p. 358</p> <p><i>WTW</i> Sort 34: short vowels <i>GHGR</i> Shared Reading TG p. 354</p> <p><i>GHGR</i> Shared Reading TG p. 360</p> <p><i>GHGR</i> Shared Reading TG p. 354-355, 356-357, 358-359</p> <p><i>GHGR</i> Shared Reading TG p. 360-361, 362-363</p> <p><i>GHGR</i> Shared Reading TG p. 354</p> <p><i>GHGR</i> Writing TG p. 93</p> <p><i>GHGR</i> Writing TG p. 93-95</p>	<p>Alphabet Recognition</p> <p>DRA2</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>District Writing Prompt & Rubric</p>	<p>Read Aloud Think Aloud Explicit Instruction Picture/Word Sorts</p>

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 7 Title: Great Readers Think Critically About Books/ Writing About Feelings</p> <p>Essential Questions:</p>	<p>Week 2: Evaluating Nonfiction/ Writing Letters</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Recognizes front and back of books, follows print left to right, top to bottom, front to back, and page by page in sequential order (CI 3) • Explains the role of the author and illustrator (CI 6) <p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Blends spoken syllables and phonemes into meaningful words (CI 5) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates long and short vowel sounds (CI 2) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words(CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Uses knowledge of position words and content words (CI 3) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B2.4 Plans and creates oral, written, and visual INFORMATIONAL communication based on modeled text or a series of instructions.</p> <ul style="list-style-type: none"> • Includes information specific to the topic (CI 1) 	<p><i>GHGR</i> Shared Reading TG p. 368</p> <p><i>GHGR</i> Shared Reading TG p. 370-371, 372-373</p> <p><i>GHGR</i> Shared Reading TG p. 370</p> <p><i>GHGR</i> Shared Reading TG p. 370 <i>WTW</i> Sort 32: word families</p> <p><i>GHGR</i> Shared Reading TG p. 366</p> <p><i>GHGR</i> Shared Reading TG p. 372</p> <p><i>GHGR</i> Shared Reading TG p. 368-369</p> <p><i>GHGR</i> Shared Reading TG p. 374</p> <p><i>GHGR</i> Shared Reading TG p. 366-367</p> <p><i>GHGR</i> Writing TG p. 96-98</p>	<p>Alphabet Recognition</p> <p>DRA2</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>District Writing Prompt & Rubric</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 7 Title: Great Readers Think Critically About Books/ Writing About Feelings</p> <p>Essential Questions:</p>	<p>Week 3: Distinguishing Between Fantasy and Reality/ Writing About Books</p>	<p>B1.2 Understands elements of phonemic awareness</p> <ul style="list-style-type: none"> • Identifies and produces rhyming words in response to an oral prompt (CI 1) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Demonstrates long and short vowel sounds (CI 2) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words(CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/ pictures by concept (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (character and setting) (CI 3) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) 	<p>WTW Sort 29: word families</p> <p><i>GHGR</i> Shared Reading TG p. 380</p> <p><i>GHGR</i> Shared Reading TG p. 382 WTW Sort 29: word families</p> <p><i>GHGR</i> Shared Reading TG p. 378</p> <p><i>GHGR</i> Shared Reading TG p. 384</p> <p><i>GHGR</i> Shared Reading TG p. 386</p> <p><i>GHGR</i> Shared Reading TG p. 384-385</p> <p><i>GHGR</i> Shared Reading TG p. 378, 380-381, 382-383</p> <p><i>GHGR</i> Shared Reading TG p. 386-387 <i>GHGR</i> Writing TG p. 99-101</p>	<p>Alphabet Recognition</p> <p>DRA2</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>District Writing Prompt & Rubric</p>	

Content	Week	Benchmarks/Core Indicators (Learning Targets)	Resources	Assessments	Strategies/ Activities
<p>Unit 7 Title: Great Readers Think Critically About Books/ Writing About Feelings</p> <p>Essential Questions:</p>	<p>Week 4: Engaging with Books/ Writing About a Favorite Book</p>	<p>B1.1 Demonstrates knowledge of print concepts</p> <ul style="list-style-type: none"> • Explains the role of the author and illustrator (CI 6) <p>B1.3 Understands elements of phonics for decoding and word recognition</p> <ul style="list-style-type: none"> • Demonstrates each consonant letter sound (CI 1) • Demonstrates long and short vowel sounds (CI 2) • Reads simple text containing familiar letter sound correspondence (CVC) and high frequency words(CI 3) <p>B1.4 Understands grade-level vocabulary</p> <ul style="list-style-type: none"> • Classifies categories of given words/ pictures by concept (CI 2) <p>B2.1 Comprehends material from a variety of informational print and non-print sources</p> <ul style="list-style-type: none"> • Applies comprehension strategies to gain meaning from text (makes connections to clarify meaning, uses schema, and asks questions) (CI 1) • Retells stories in proper sequence (CI 2) • Recognizes elements of fictional text (character and setting) (CI 3) • Recognizes various genre (fiction/nonfiction, nursery rhymes, fables, poems) (CI 8) <p>B2.3 Plans and creates oral, written, and visual NARRATIVE communication based on modeled text or personal experiences (narrative account, literary response or retelling)</p> <ul style="list-style-type: none"> • Includes one or more events (CI 1) <p>B3.1 Applies language usage and conventions to create and share oral and written communication that conveys meaning.</p> <ul style="list-style-type: none"> • Uses phonetic and conventional spelling (CI 3) 	<p><i>GHGR</i> Shared Reading TG p. 392-393</p> <p><i>GHGR</i> Shared Reading TG p. 392, 394</p> <p><i>GHGR</i> Shared Reading TG p. 394 <i>WTW</i> Sort 35: short vowels</p> <p><i>GHGR</i> Shared Reading TG p. 390</p> <p><i>GHGR</i> Shared Reading TG p. 396</p> <p><i>GHGR</i> Shared Reading TG p. 392-393, 396-397</p> <p><i>GHGR</i> Shared Reading TG p. 398</p> <p><i>GHGR</i> Shared Reading TG p. 390-391, 394-395, 398-399</p> <p><i>GHGR</i> Shared Reading TG p. 390</p> <p><i>GHGR</i> Writing TG p. 102-105</p> <p><i>GHGR</i> Writing TG p. 102</p>	<p>Alphabet Recognition</p> <p>DRA2</p> <p><i>GHGR Assessment Handbook</i> p. 45: Knowledge About Books and Print Survey</p> <p>PA Profile</p> <p>District Writing Prompt & Rubric</p>	