

### **POCONO MOUNTAIN SCHOOL DISTRICT**

English Language Arts
Common Core Standards
Grade K

#### Skills Unit 1

#### **Unit Summary**

Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.

#### **Overall Learning Outcomes**

- Demonstrate awareness of environmental sounds and words in sentences
  - Draw a number of writing strokes that are prerequisites for writing letters
- Demonstrate spatial and body awareness
   Hold writing utensils using the tripod grip
   Describe the meaning of position words
- Student Performance Assessment

#### **Big Ideas**

- Environmental noises and words in sentences make different sounds.
- Speech is made up of words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

	Standards Instructed			Standards Assessed							
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language				
RF.K.1 RF.K.1a RF.K.1b RF.K.2		SL.K.1 SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1e	RF.K.1a RF.K.2							

#### **Unit Summary**

Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.

#### **Overall Learning Outcomes**

- Orally blend syllables and two- and three phonemes to form words
- Identify beginning sounds of words
- Use position words: left, right, top,
   bottom Track left to right, top to bottom
  - Draw a number of writing strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip Student Performance Assessment

#### **Big Ideas**

- Words are made of sound parts (syllables, phonemes).
- Phonemes (sounds) are blended to form words.
   Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

#### Standards Instructed Standards Assessed Reading Writing Speaking & Language Reading Writing Speaking & Language Listening Listening RF.K.1 SL.K.1 L.K.1 RF.K.1a RF.K.1a SL.K.3 L.K.1e RF.K.2b RF.K.1b SL.K.6 RF.K.2 RF.K.2b RF.K.2c RF.K.2d RF.K.2e

#### **Unit Summary**

Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.

#### **Overall Learning Outcomes**

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed VC and CVC words
- Change sounds in simple words to create new words
- Read Tricky Words one, two, three
- Student Performance Assessment

#### **Big Ideas**

- Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)
- Sounds in words are represented with symbols (sound pictures).
- Sounds pictures can be blended to read words.
   Sound pictures are used to spell words.

#### Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.1	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K,2d RF.K,3a RF.K.3b			L.K.1a L.K.2c

#### **Unit Summary**

Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words Students also practice previously learned letter-sound correspondences.

#### **Overall Learning Outcomes**

- Orally blend and segment sounds in words
- Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
   Change sounds in words to create new words
- Write dictated words
- Read Tricky Words a, the
- Read phrases in a decodable text
- Student Performance Assessment

#### **Big Ideas**

- Students are introduced to the decodable Big Book, *Pet Fun*.
- Print concepts and fluency are reinforced using the Big Book.
- Sounds/symbols can be blended to read words. Symbols are used to spell words.
- Words make up phrases and sentences.
- Words are read from left to right.
- Words in a book tell a story.

Anchor Text: Pet Fun
Text Type: Literary

Lexile: n/a

#### Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1c RF.K.2 RF.K.2c RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a			L.K.1a L.K.2c

#### **Unit Summary**

Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.

#### **Overall Learning Outcomes**

- Discriminate between vowel sounds in words
   Practice sound/letter correspondences
- Recognize and write new sounds: /b/,/l/, /r/,
   /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'
- Change sounds in words to create new words
   Read and write simple VC and CVC words
   Read Tricky Words blue, yellow, look
- Read sentences in a decodable text
- Student Performance Assessment

#### **Big Ideas**

 The decodable Big Book Ox and Man is used to reinforce print concepts, model fluency, and provides practice reading complete

sentences. • Words are spelled with sound pictures (letters).

- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter (sound picture) and end with a period.

Anchor Text: Ox and Man

Text Type: Literary

Lexile: n/a

#### Standards Instructed

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Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3c		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.2 L.K.2a L.K.2b L.K.2c L.K.2c	RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2a	L.K.1a L.K.2d

#### **Unit Summary**

Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.

#### **Overall Learning Outcomes**

- Orally blend sounds to form words
- Identify sound pictures by their letter names • Identify and create rhyming words
- Blend and read words with consonant clusters of up to five sounds
- Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words I, are, and little
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

#### **Big Ideas**

- Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.
- Sound pictures are called letters, and each one has a name.
- Letters make up the alphabet and are arranged in alphabetical order

Standards Assessed

 Sentences begin with a capital letter (sound picture) and end with a period.

Anchor Text: Kit Text Type: Literary

Standards Instructed

Lexile: 330L

RF.K.3b RF.K.3c RF.K.3d RF.K.4

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Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language			
RL.K.1		SL.K.1	L.K.1a	RL.K.1			L.K.2d			
RL.K.3		SL.K.1a	L.K.1c	RL.K.3						
RL.K.7		SL.K.1b	L.K.1d	RL.K.7						
RL.K.10		SL.K.2	L.K.1e	RF.K.2c						
RF.K.1a		SL.K.2a	L.K.1f	RF.K.3a						
RF.K.1b		SL.K.3	L.K.2a	RF.K.3b						
RF.K.1c		SL.K.5	L.K.2b	RF.K.3d						
RF.K.1d			L.K.2c	RF.K.4						
RF.K.2a			L.K.2d	W-1-2-						
RF.K.2c			L.K.4							
RF.K.3			L.K.4a							
RF.K.3a			L.K.5d							

#### Skills Unit 7

#### **Unit Summary**

Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.

#### **Overall Learning Outcomes**

- Orally segment words with consonant clusters
- Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/
- Read and spell words with consonant

clusters • Read Tricky Words down, out, of

- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

#### **Big Ideas**

- Students use the decodable Reader *Seth* to practice fluency and print concepts.
- Seth is a series of chapters about a young boy his family, and friends.
- Digraphs are two letters that make a single sound.
- Consonant clusters are blended so two individual sounds are heard.

Anchor Text: Seth
Text Type: Literary

Lexile: 450L

#### Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.2 RF.K.2d RF.K.2d RF.K.3a RF.K.3a RF.K.3a RF.K.3b RF.K.3b RF.K.3c RF.K.3c		SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.2 L.K.2b L.K.2c L.K.2d L.K.5 L.K.5	RL.K.1 RL.K.7 RF.K.1d RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2d

#### Skills Unit 8

#### **Unit Summary**

Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.

#### **Overall Learning Outcomes**

- Review vowel sounds, digraphs, and other sounds and spellings
- Read and spell words with double-letter
   spellings Read Tricky Words funny, all, was, from
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Student Performance Assessment

#### **Big Ideas**

- The decodable Reader, Sam is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside.
- Double-letter spellings most frequently follow a short vowel sound.
- Sentences have different ending marks, depending on the type of sentence.
- Apostrophes show possession or are used in contractions.

#### 20 Days

Anchor Text: Sam
Text Type: Literary
Lexile: 360L

#### Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.2 RF.K.2d RF.K.2d RF.K.2d RF.K.3a RF.K.3a RF.K.3b RF.K.3c RF.K.3c RF.K.3d RF.K.3d RF.K.3d		SL.K.1 SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.2f L.K.2b L.K.2c L.K.2d L.K.4d L.K.4	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.4			L.K.2d

#### Skills Unit 9

#### **Unit Summary**

Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation, and sentence reading.

#### **Overall Learning Outcomes**

- Orally blend two-syllable words
- Read and spell words with previously taught sound/letter correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct end mark punctuation in complete sentences Read stories in the decodable Reader
- Answering story questions by drawing/writing
- Student Performance Assessment

#### Big Ideas

- The chapters in the decodable Reader focus on a brother and sister and their adventures.
- Letter names and the sounds they make
- Uppercase letter formation
- Sentences have different ending marks, depending on the type of sentence.
- Answering questions about the story through discussions and in writing

#### **Anchor Text:** Zach and Ann

Text Type: Literary

Lexile: 310L

#### Standards Instructed

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Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
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#### Skills Unit 10

#### **Unit Summary**

Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are

administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.

#### **Overall Learning Outcomes**

- Orally segment two-syllable words
- Read new and previously learned Tricky

Words • Divide syllables in words

- Read and spell words with long vowels and separated digraphs (cvce)
- Recognize apostrophes that show possession or used in contractions
- Use punctuation marks while reading connected text
- Answer story questions during discussions and in writing
- End-of-the-Year Assessment

#### **Big Ideas**

- The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds.
- Vowels make long and short sounds.
- Separated digraphs use the Magic 'e' to form words with long vowel sounds.
- Sound spellings are used to read and spell words in phrases and sentences.

# Anchor Text: Scott Text Type: Literary Lexile: 400L

#### Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2b RF.K.2b RF.K.3a RF.K.3a RF.K.3a RF.K.3a	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5 SL.K.6	L.K.1a L.K.1d L.K.1f L.K.2 L.K.2a L.K.2b L.K.2c L.K.2c L.K.4 L.K.4	RL.K.1 RL.K.7 RF.K.1d RF.K.2b RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3		

#### **Kindergarten Overview**

# Common Core Alignment

#### READING STANDARDS FOR LITERATURE (RL)

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#### READING STANDARDS FOR INFORMATIONAL TEXT (RI)

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

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#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

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Recognize t	that s	poke	n wo	rds a	re rer	orese	nted	in w	itten	lang	Hage	by s	necific	Secu	IADAGG	of
Recognize t		poke		rds a	re rep		ented	in wr		I	uage	by s	pecific	sequ	iences	of
		poke	n wo	rds a	re rep	orese	nted 7	in wr	ritten	lang	uage	by s	pecific	sequ	iences	of
letters. [RF.I Skills	(.1b]	2		4.	<b>5</b>	<b>6</b>	7	<b>.8</b>	9	10 \ L1	MANAGEMENT AND		pecific	sequ	iences	of
letters. [RF.I Skills Knowledge	(.1b]	2		4.	<b>5</b>	<b>6</b>	7	<b>.8</b>	9	10 \ L1	MANAGEMENT AND		pecific	Sequ	ences	of
Skills Knowledge Understand	K.16]	word	3 3 Is are	4.	<b>5</b>	<b>6</b>	7	<b>.8</b>	9	. [RF.K	MANAGEMENT AND		pecific	sequ	ences	of
Skills Knowledge Understand	t that	a word a	is are	4 // sepa	sarate	6 d by 9	7 7 space	8 8 9 8 8	print	100 1.3 . [RF.K	1c]	12			lences	of
Skills Knowledge Understand Skills Knowledge	t that	a word a	is are	4 // sepa	sarate	6 d by 9	7 7 space	8 8 9 8 8	print	100 1.3 . [RF.K	1c]	12			lences	of

Phonologic	al Aw	varei	ness						nakour I	Acceptable Company		a indika:	
Demonstra	te un	derst	tandi	ng of	spol	en w	ords,	sylla	bles	, and	sour	ds (p	phonemes). [RF.K.2]
Skills	Ŋ	23	(3)	4	۲,	6	7	(3	1	110)		***************************************	1198 MATHEMATINE PLANT (MATHEMATINE) AND
Knowledge	-1)	2.	3	/	15	75	7	23	9	11	1.1	J.:	The second section of the second seco
Recognize a	and p	rodu	ce rh	ymin	g wo	rds. [	RF.K.2	a]					
Ski <b>ll</b> s	1	2	1	/:	5	6,	'n.	8		(f)		***************************************	
Knowledge	1	2	3	/1	5	1.	74	8		310	Ţ:	1,4	
Count, pror	ounc	e, ble	end, a	and s	egme	ent sy	yllabl	es in	spok	en w	ords.	[RF,K	(,2b]
Skills	į.	-2	:3	4	25	ŧ'n	/		9	10			
Knowledge	1.	2	3	.4.	13	6	7	79	1	1()	i	1:2	
Blend and s	egme	ent o	nsets	and	rime	s of s	ingle	-sylla	ables	spoke	en wo	rds.	[RF.K.2c]
Skills	Ì.	2	3	4	16	16	/	S		Ų.		TO HER HALLOCALIS	
Knowledge	1		-	/‡	13	(a	7	74		J.C.J	1.:		
Isolate and (consonant or /x/.) [RF.I	vowe	ounce l-cor	e the nsona	initia ant, o	I, me r CV(	dial ( C) wo	/owel ords, (	, and (This	final does	sour not	nds (  inclu	ohon de C'	emes) in three-phoneme VCs ending with /I/, /r/,
Skills	į	2	દ	-43	5	ñ	7	.8	9	17;	Newwork version and	Milaman mariassa senia	Make and the state of the state
Knowledge	l.	2.	. j	e).	ţ.	ं	7	# N	1. !	(0)	] ;	1	
Add or subs words. [RF.K.		indi	vidua	l sou	nds (	phor	neme	s) in	simp	le, or	ne-sy	llable	words to make new
Skills	j.	2	ŝ.	4	ú	ñ	7	- 81	Ľ,	li/		BELLENCE STATE SPANNERS (PRINCE)	ng Propins (Propins), Challet Ingland an Angland an Angland and Angland an Angland an Angland an Angland and Angla
Knowledge							A PERSONAL PROPERTY OF THE PERSONAL PROPERTY O	······································	***************************************		************	·	

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Phonics and	ioW t	rd Re	ecogi	nitio	n								
Know and a	pply	grade	e-leve	el pho	nics	and י	word	analy	ysis s	kills	in de	codir	ng words. [ <b>RF.K.3</b> ]
Skills	1	23	+3	4	-5	6	77	8)	9	10		***************************************	ra cumanos e <mark>mansa se la cidad</mark> de la companya de la desenciadad de perdunya ya mana de la cidad de un persona de la cidad de la cuma de la cidad de
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	TO SECURITY	e La Cara	ne imerco		SZZZKIZ	KUMM CLERKE					Turnes de la company		

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. [RF.K.3a] 6 .8 43 5 7/ Skills 8 9 ī(i) Knowledge Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b] Skills 5 6 Knowledge Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c] Skills 100 Knowledge Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF,K,3d] Skills Knowledge

Fluency	aren en l'or	XXXXXXX				128 75 70 0							
Read emerg	gent-r	eade	r tex	ts wi	th pu	rpose	e and	unde	ersta	nding	(. [RF.	K.4]	
Skills	1.	.>	.'4	4	5	6	77	8	9	100	(	<del>non en a solo</del> nen an fan	ren en protecti Date State de la prime proposa de la composito de la composito de la composito de la composito
Knowledge	į	2)	÷	Ô		15	7	ж		40	ļį	.i.V.	Annual Control of the
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#### WRITING STANDARDS (W)

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Use a comb tell a reade preference	r the t	topic	or th	e na	me of	f the l	book	they	are v	vritin	oose opinion pieces in which they g about and state an opinion or). [W.K.1]
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Knowledge			3		1				<b> </b>	2 - 1	The second secon

											ose informative/explanatory texts ome information about the topic.
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Knowledge		2	8)	6.	5	Ø	7/	8	(9)	1(0)	11K 112
	s, tel	l abo	ut the								te a single event or several loosely occurred, and provide a reaction to
Skills	1,	22	3	4	: ÷	1,	-;	<u> </u>	(9)	i <b>(0</b> )	and the supplier of the state of the large of the supplier of
Knowledge	11	2	33	2)	ΙĒ	6	7)	83	9	<b>(0</b> )	<u>п</u> 16
		er ver	ingene			0 2 7 2 A 3 Y					

(Begins in (	Grade	3) <b>[v</b>	V.K.4]												
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monometric contraction of the co	to str	engti	nen v	ritin,	g as i	need:	ed. [v	V.K.5]	***************************************		<del></del>		d n bh lliam by ray na pemeneneau	MATERIAL PROPERTY AND ADDRESS OF THE PARTY AND	Marie and Control and a magning are a processor to a visit on
Skills Knowledge	to Str	engti 2 2	nen w	vritini o	g as r	need:	ed. <b>[v</b> - 7 - 7	V.K.5] 응	9	10 10	761	202	d n bhi fi an haring ay meannn ann a	nadici falundung pungungan pangsababah Tangsabah dalah dalah dalam dalam sangsa pangsabah dalam dalam sangsa pangsabah dalam dalam sangsa pangsabah dalam sangsabah dalam sang	
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Skills	ice an	d su	pport	from	n adu	its, e	// / xplor	् e a va	o ariety	10	on igital	•12 tools	to pro	duce ar	nd publis

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					e i de e le company		Anna Lagran					era Tubi		125500 (ES.2)	recrees.	

nformation	ı from												ences or gather
Skills	1	8	3	4.	į,	6	/	12	9	LO	· · · · · · · · · · · · · · · · · · ·		When the standard data and an extensive to the standard data and the standard the standard data and the standa
Knowledge	ji,	. 1	-83	B	: ",	6	77	À	9	100	761,	1,7	an para sentra (Y Maria di dia in reprir para 1947-1944) di Arma dia 2008 de Para di Salah di Arma di a para sentra di
Begins in (	Grade	4) <b>[</b> v	v,K,9]		······································			A. Milli dera Marama apaga					And the second section of the section of the second section of the second section of the second section of the section of the second section of the
Skills	1	***		4;	!j	15	/	1.5	ļ (i	10		***************************************	nding 15 at 15
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Skills	ě,	)÷	3	-1.	15	زز	7	Ü	()	30		50000000000000000000000000000000000000	an stade or the state of the st
Knowledge	;	2	34	sļ.	5	5	y	8	Ş	10	31	12	time (may be a more an area and consecutive and comment or an area and consequence and a consequence and a secundary or paper to a secundary and a secundary or a secundary and a secundary an

#### SPEAKING AND LISTENING STANDARDS (SL)

	nsion and Collaboration
	in collaborative conversations with diverse partners about Kindergarten topics and peers and adults in small and larger groups. [SL.K.1]
Skills	1. 1 21 33 6 5 67 7 88 99 10
Knowledge	1 2 3 4 5 6 7 8 9 10 11 12
	ed-upon rules for discussions (e.g., listening to others and taking turns speaking opics and texts under discussion). [SL.K.1a]
Skills	A 2 2 4 5 6 7 8 9 10.
Knowledge	.1 2 -3 4 -5 6 7 8 9 10 10 10
Continue th	ne conversation through multiple exchanges. [sl.к.1ь]
Skills	3 3 4 5 <b>6 7 8 9 10</b>

Harrier of the second s	ne de la company	THE PERSON NAMED IN							aliani kana	
										esented orally or through other
						ns abo	ut key	/ deta	ails a	and requesting clarification if
something i	s not	unde	erstoo	od. [ <b>s</b>	L.K.2]					
Skills	1	ž	3	4	i G	ii	8	9	10	
Knowledge	3	2	(3)	43	B 6	77	-83	9	2 <b>(</b> 0)	jp. jp.
Ask and ans	werd	quest	ions	in ord	der to se	ek hel	p, get	infor	mati	ion, or clarify something that is not
understood	[SL.K	[.3]	CONTROL MARIE AND							
Skills	ij.	2	3	4)	5 G	77	8	၅	10)	
Knowledge	1)	. 2	ક્રે	45	চে 6	7	8	9	(0)	)   <u>P</u>
	CUSTOMA STREET	************	2452220023183	rate property						

Presentatio	n of Kn	owled	ge an	d Ide	eas									
Describe fa additional			olaces,	, thing	gs, and	d event	s and,	with p	ron	ıptin	g and	supp	ort, pı	ovide
Skills	1 :	2 3	4	y [	-6	7   8	9	10		***************	<del></del>	*******************************	***************************************	Encontrol develop of the part
Knowledge	i Z	2 3	43	t,		7 8	9	10	111	1.2		TOOTSOM FALLS OF THE PARTY OF	***************************************	atti atti 1 del autup America e e e e e e
Add drawin	gs or oth	ner visu	ıal disp	olays	to des	scription	ns as	desire	d to	prov	ide ad	lditio	nal de	tai <b>l</b> .
[SL,K.5]	gs or oth		I I	olays	to des		ns as	desire	d to	prov	ide ad	lditio	nal de	tail.
			al disp	olays	to des	scription 7 8	ns as	desire	d to	prov	ide ad	lditio	nal de	tail.
[SL.K.5] Skills	100	3 3	4	5	6	7   3 7   <b>8</b>	9	- <b>10</b> )	11	3.7		Iditio	nal de	tail.
[SL.K.5] Skills Knowledge	100	3 3	4	5	feeling	7   3 7   <b>8</b>	ideas	io (0 clearly	11	3.7		Iditio	nal de	tail.

#### LANGUAGE STANDARDS (L)

Convention												
Demonstra writing or s				the c	onve	entior	ns of	stan	dard	Englis	sh grammar and usage when	
Skills	1	2		,	<u>.</u>			; ;	.)	14.5		1
Knowledge	1	2	3	4	5	6	7/	:;	9	10	ii iz i	i constant
	or and the			rkanesio			Bretanes					

Skills	ž.	2	83	હ	15	6	Ũ	8	g	10)			a rever that that werd specimen propagation species that a propagation of the species of the spe	***************************************	***************************************
Knowledge	i.			4	273	(i	2	- 53	4)		23	1,3			***************************************
Use freque	ntly o	ccur	ring r	nouns	and	verb	S. [L.	(,1b]				İ		THE PERSON NAMED IN COLUMN TWO	
Skills	1.	2	3	<i>i</i> .	13	()	7	A	9	(4)			OFFICE SECTION OF THE	ord Marian Care and a species was	**************************************
Knowledge	-11	2	3	- 1	- 15	Ę	7	; 8	91	Jaj.	ahţ	įB3		***************************************	
Form regula	ar plu	ral n	ouns	orally	/ by a	ddin	g /s/	or /e	es/ (e	e.g., a	log, a	logs;	wish, wis	hes).[	L.K.1c]
Skills	1.	2	T 3	45.	69	6	7	¥4	0	i i i j	***************************************	INTO NAMED OF COLUMN	d year feller on days	***************************************	
Knowledge	Ĺ	/	3	4	5)	fn	/	83	19	1,61	31	12		PODENCIA POR ESTA ESTA ESTA ESTA ESTA ESTA ESTA ESTA	oli <b>viti t</b> eleviteritud i frame pary <sub>si de</sub> pa
Understand [L.K.1d]	l and ı	use q	uesti	on wo	ords (	inter	roga	ives)	(e.g.	, who	, wha	it, wh	iere, whei	n, why,	how).
Skills	į	2	3	d.	15	G	7	- 83	6	160			NANCHION Macadas I de Malay y m dynys may yws	**************************************	
Knowledge	1.	<u> </u>	31	4	.53	6	7	8)	9)	i(i)	<u>1</u> 11	1,2	***************************************		P-MPP-MENCEPPOPPENNIS SECCE ALABC
Use the mos	st fred	quen	tly oc	curri	ng pr	epos	itions	e.g	., to, 1	from,	in, o	ıt, or	ı, off, for,	of, by,	with).
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	1	<b>?</b>	3	<b>4</b>		<b>6</b> F <sub>1</sub>	7	3	<b>9</b>	10 10	An architecture property and a second				
Skills Knowledge			<u> </u>	<u> </u>	5		7 7 in sh			7,47	***************************************	************	. [L.K.1f]	Milliondon especial place place and a second	
Skills Knowledge			<u> </u>	<u> </u>	5		7 7 in sh			7,47	***************************************	************	. [L.K.1f]		
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Skills Knowledge Produce and Skills Knowledge Demonstrat	d expa	and o	comp	lete s	ente	nces	7	ared	lang 6	uage	activ	ities		unctua	tion, a
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Skills Knowledge Produce and Skills Knowledge Demonstrat spelling whe Skills Knowledge	d expanded e	and of a second	oomp	lete s  4  the call  4  4	ente 3 onve	nces 6 6 ntion	s of s	ared 8 3 Stand	langu 9 9 ard E 9 0	uage no in Englis	activ	ities.		unctua	tion, a
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Write a lette	er or I	etter	s for	most	t cons	sonar	nt and	d sho	rt-vo	wels	ounc	ls (pl	honemes). [L.K.2c]
Skills	(		3	<b>//</b> }	ಶ	6	7/	8	9)	Ω0)	t (d tid tid daugen dyn a mange p	***************************************	остобно торово стор и <del>станост весеност</del> во 18 мога на постори с 19 мога 20 м
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Knowledge			<u>'</u>		. ,	1.7		- 4		EN:	2.5	1 '-	
	word				, drav	ving (		iowle		of sou		<u> </u>	relationships, [L,K,2d]
	word		ioneti		, drav	ving (		iowle		of sou		<u> </u>	relationships, [L.K.2d]

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Knowledge	ì	2	3	e).	5	6	;		()	(t)	<u> </u>	17	

Vocabulary	Acqu	ıisiti	on a	nd U	lse								
Determine on Kinderg								and r	nulti	ple-m	neani	ng w	ords and phrases based
Skills	.!	2	.3	4	1.5	(6)	/	Ġ	9)	10)		***************************************	TO TOTAL PROPERTY AND
Knowledge	1.		3	7)	Ğ	G	7	81	9	100	Ш	157	A CONTRACT AND CON
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Sort comm categories					gorie	s (e.	g., sh	apes,	fooc	ls) to	gain	ı a sei	nse c	of the	conce	pts the	
Skills	1.	, i	3	4	1,2	Ģ	2	1	-)	30				***************************************	**************************************	n ( <del>e celebra de e processe</del> e <del>recenso</del> e <del>celebra de</del> e de e	***************************************
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Skills				4				8	9)	Ю	Alle Sales and Alle S	S MAN CONTRACTOR NO.					
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Kindergarten

Unit 1-10

# **Skills**

## Alignment

#### Kindergarten | Skills 1

# Common Core Alignment



**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts
RF.K.1  Demonstrate understanding of the organization and basic features of print.
1 2 3 4 5 6 7 8 9 10
RF.K.1a Follow words from left to right, top to bottom, and page by page.
1 2 3 4 5 6 7 8 9 10
RF.K.1b  Recognize that spoken words are represented in written language by specific sequences of letters.
3 1 5 6 7 8 9 10

# Phonological Awareness RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1 2 3 4 5 6 7 8 9 10

#### SPEAKING AND LISTENING STANDARDS (SL)

#### Comprehension and Collaboration SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. 2 3 4 5 6 SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 6 8 10 SL,K,3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 7 10

# Presentation of Knowledge and Ideas SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. 1 2 3 4 5 6 7 8 9 10

#### LANGUAGE STANDARDS (L)

# Conventions of Standard English L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1 2 3 4 5 6 7 8 9 10 L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 1 2 3 4 5 6 7 8 9 10

#### Kindergarten | Skills 2

# Common Core Alignment



**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Р	rint	Со	nce	pts		.CHESTIA191				
1	F.K.1 emo		ate u	nder	rstan	ıding	g of t	he o	rgan	ization and basic features of print.
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	.K.1 Ilow		ds fro	om l	eft to	o rigi	ht, to	op to	boti	tom, and page by page.
1	2	3	4	5	6	7	8	9	10	
	.K.1		that	spol	ken v	word	s are	e rep	rese	nted in written language by specific sequences of letters.
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	F.K.2 emor		ıte uı	nder	stan	ding	ofs	poke	en wo	ords, syllables, and sounds (phonemes).
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ı RF	² .K.2	; 3 C	4.	5	6	-7	-8-	9	10	

á	
1000	RF.K.2d
messausees	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-
200	vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
240000	1 2 5 46 5 6 7 88 9 10
SCHOOL SERVICE	RF.K.2e
	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
20.00	1 2 3 4 5 5 7 8 9 10

#### SPEAKING AND LISTENING STANDARDS (SL)

C	om	pre	hen	sion	ıan	d C	olla	bor	atio	on
Pá										with diverse partners <i>about Kindergarten topics and text</i> s with ps.
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	<b>K.</b> sk a	_	iswe	r que	estio	ns ir	ı ord	er to	see	k help, get information, or clarify something that is not understood.
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N -	L.K.o	•	lib <b>l</b> y a	and e	expre	ess t	hou	ghts,	feel	ngs, and ideas clearly.
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e e e e e e e e e e e e e e e e e e e	90F)113			186258.72	A DESTRUCT		aran kara	LANCEY.	en nasar	

#### LANGUAGE STANDARDS (L)

С	onv	ent	ion	s of	Sta	nda	rd	Eng	lish				
D		nstra akin		omn	nand	of tl	ne co	onve	ntior	ns of standard English grammar and usage when writing			
	2	3	4	5	6	7	8	9	10				
	<b>K.1e</b> se th		ost fi	requ	ently	occ occ	urrir	ıg pr	epos	sitions (e.g., to, from, in, out, on, off, for, of, by, with).			
<u>i</u>	2	3	4	5	6	7	8	9	10				
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#### Kindergarten | Skills 3

# Common Core Alignment



**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

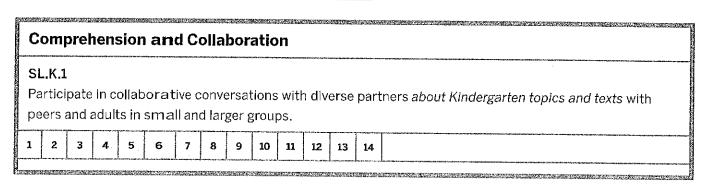
X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonological Awareness													
RF.K.2  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).													
1 2 3 4 5 6 7 8 9 10 11 12 13 14													
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)													
1 2 3 4 5 6 7 8 9 10 11 12 13 14													
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.													
3 4 5 6 7 8 9 10 11 12 13 14													

DE	7.K	2												THE COLUMN TO STATE OF THE COLUMN
	know and apply grade-level phonics and word analysis skills in decoding words.													
	2	3	3   4	5	6	7	8	9	10	11	12	13	14	
De	RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary ounds or many of the most frequent sounds for each consonant.													
1	ż	3	4).	5	6	7.	81	9)	10	111	12	iB.	14	
RF	.к.	3b												
As	soc	ciate	e the I	ong a	and s	hort	sou	nds	with	com	ımor	ı spe	lling	s (graphemes) for the five major vowels.
i.	2	3	4	<b>v</b> 5	6	77	8	9	10	111	12	13	14	
	K.													
кe	ad	con	ımon,	high	-fred	luen.	cy w	ords	by s	ight	(e.g	., the	e, of,	to, you, she, my, is, are, do, does).
	2			5	3	7	8	4)	1/0	1,1		13	14	
RF.	.K.	3d												
Dis	stin	guis	sh bet	weer	sim	ilarly	/ spe	lled	wor	ds by	/ ide	ntify	ing t	he sounds of the letters that differ.
	3	3	4	5	6	7	8	9	10	11	12	13	14	
	***************************************			NAME OF TAXABLE PARTY.		NUMBER OF SERVICE	Tribeau Digital	HERMANNE.	STATE OF THE STATE OF		MINISTER .		<u>i</u>	

#### SPEAKING AND LISTENING STANDARDS (SL)



#### LANGUAGE STANDARDS (L)

#### **Conventions of Standard English** L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1a Print many upper- and lowercase letters. L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 11 12 13 14 L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### Kindergarten | Skills 4

# Common Core Alignment



Primary Focus: Standards identified as primary are the main focus of the lesson, Instructional activities support this standard.

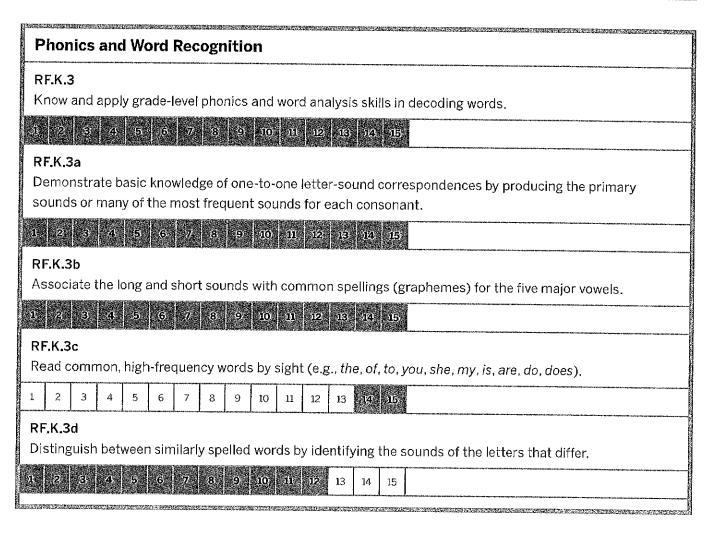
Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

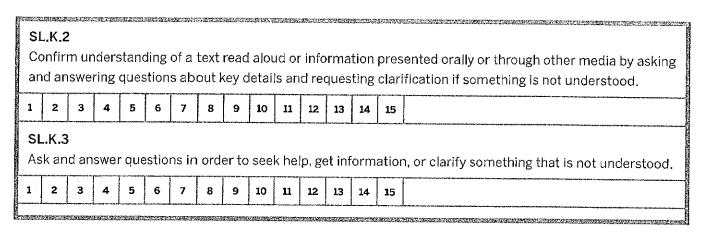
Pi	Print Concepts														
	RF.K.1  Demonstrate understanding of the organization and basic features of print.														
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	.K.1 Ilow	a word	ds fro	om le	eft to	righ	nt, to	op to	bott	tom,	and	page	e by	page	
1	2	3	4	5	6	7	8	9	10	11	.12	13	14	15	
	.K.1		hat	spok	ken w	vord:	s are	e rep	rese	nted	in w	ritte	n lar	nguaį	ge by specific sequences of letters.
1	2	3	4	5	6	7	8	9	10	11	112	13	14	15	
	.K.1	c stand	í tha	t wo	rds a	ire s	epar	atec	l by s	space	es in	prin	ıt.		
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P	hon	ole	ogic	al Av	vare					Persone.				E-S-XX	
	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).														
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	<b>.K.2</b> end		l segi	ment	onsi	ets a	nd r	imes	ofs	ingle	e-syl	lable	spo	ken	words.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

# RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

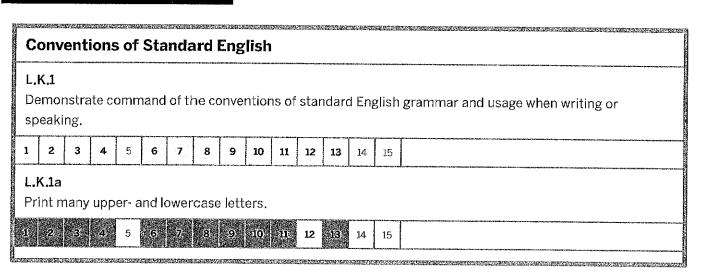


#### SPEAKING AND LISTENING STANDARDS (SL)



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#### LANGUAGE STANDARDS (L)



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	<b>K.2c</b> rite a		e <b>r</b> or	lett	ers f	or m	ost	cons	onar	nt an	d sh	ort-v	owe	Isou	ınds (phonemes).
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	K <b>.2d</b> ell si		e wo	rds p	ohon	etica	ally, c	draw	ing o	on kr	10Wle	edge	ofs	ound	d-letter relationships,
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### Kindergarten | Skills 5

# Common Core Alignment



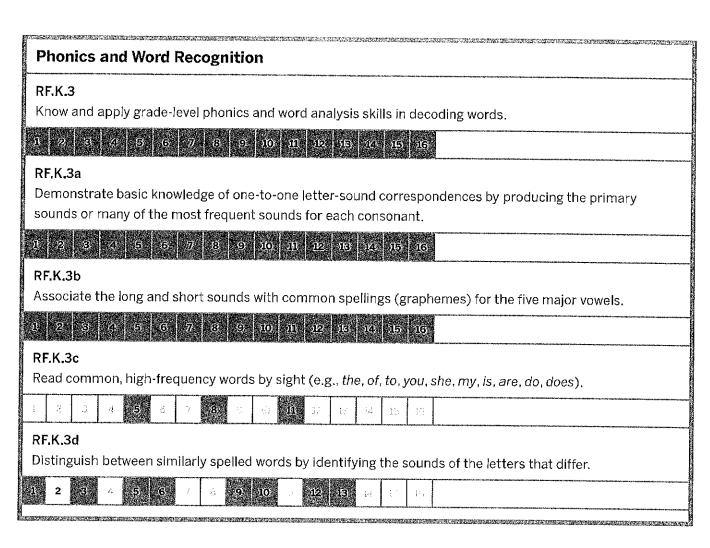
Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts
RF.K.1
Demonstrate understanding of the organization and basic features of print.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
RF.K.1a
Follow words from left to right, top to bottom, and page by page.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
RF.K.1c
Understand that words are separated by spaces in print.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 46

# 



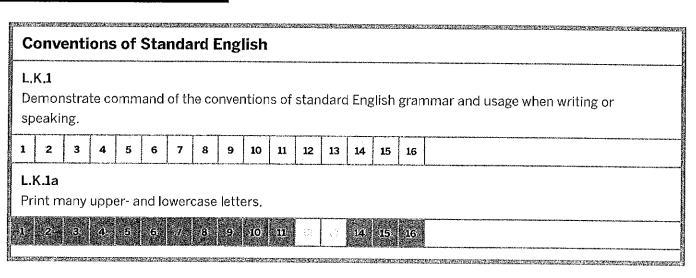
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## SPEAKING AND LISTENING STANDARDS (SL)

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	.K.3 k an		swei	que 5	estio	ns in	ord 8	er to	see	k hel	p, ge	et inf	form	atior	1, or	clarify something that is not understood.

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# LANGUAGE STANDARDS (L)



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_			;		r	Ú		Δŝ	Э	10	11	12	113	14	15	16	
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	K.2d rite		tte	er or	lette	ers fo	or m	ost c	ons	onar	ıt an	d sh	ort-v	owe.	Isou	nds	(phonemes).
1	2	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	<b>K.2</b> d		ple	iow s	ds p	ohon	etica	ally, o	draw	ing o	on kr	now]	edge	e of s	ound	d-let	ter relationships.
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### Kindergarten | Skills 6

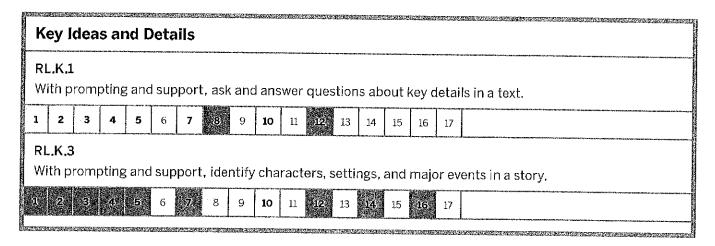
# Common Core Alignment

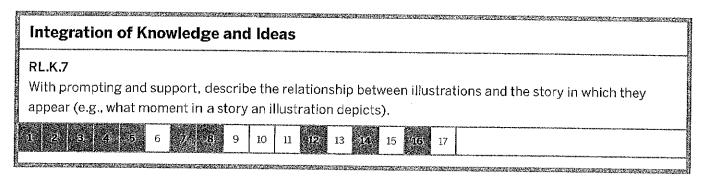


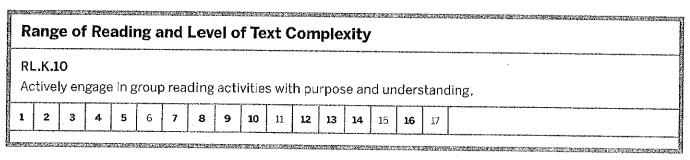
Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

### READING STANDARDS FOR LITERATURE (RL)

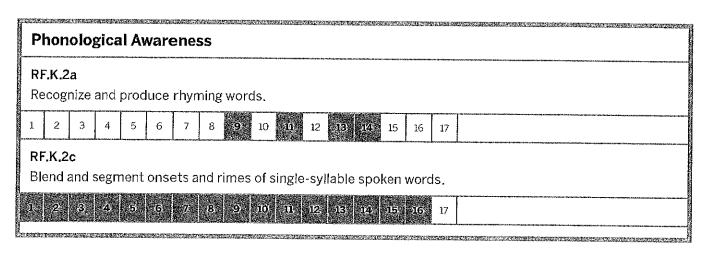


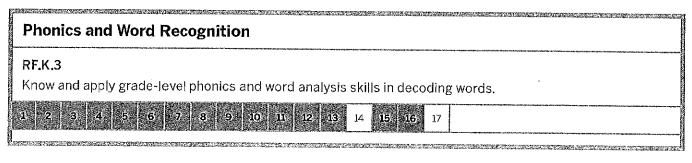


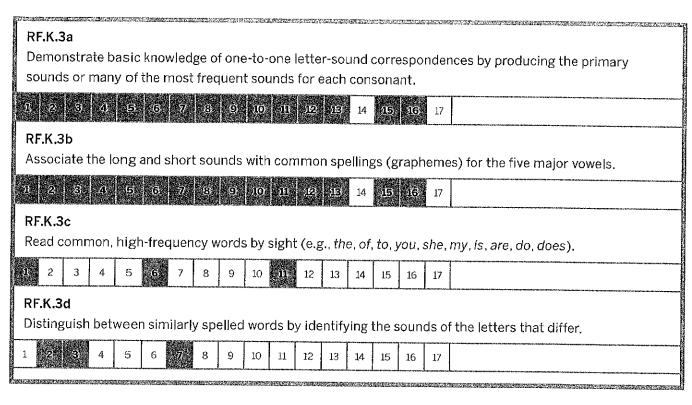


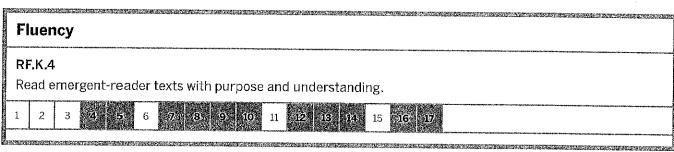
### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

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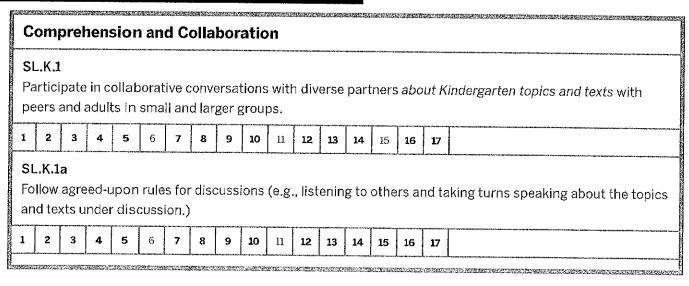








# SPEAKING AND LISTENING STANDARDS (SL)



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ı SL	2 K.3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	f something is not understood.  fy something that is not understood
ı SL	2 K.3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
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	 <b>K.5</b> I dr		ngs c	or oth	ner v	isua	l disį	plays	s to c	desc	riptie	ons a	as de	sire	d to į	prov	ide additional detail.
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# Alignment to the Common Core State Standards for Phonological Awareness: Kindergarten

CCSS.ELA-Literacy.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

COMMON CORE STATE STANDARDS	ALIGNMENT TO: HEGGERTY PA CURRICULUM
CCSS.ELA-Literacy.RF.K.2a:  • Recognize and produce rhyming words.	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2a: • Rhyme Recognition: Weeks 3-10 • Rhyme Production: Weeks 11-17
CCSS.ELA-Literacy.RF.K.2b; • Count, pronounce, blend, and segment syllables in spaken words.	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2b:  • Blending syllables into spoken words: Weeks 3-6  • Segmenting syllables into spoken words; counting syllables: Weeks 3-6  • Adding & Deleting syllables from words; Weeks 3-6
CCSS.ELA-Literacy.RF.K.2c: • Blend and segment onsets and rimes of single-syllable spoken words. Hey Diddle Diddle	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2c:  • Blend onsets and rimes in spoken words: Weeks 9-10  • Segment onsets and rimes: Weeks 7-10  **Students blend and segment phonemes in Weeks 11-35
<ul> <li>CCSS.ELA-Literacy.RF.K.2d:         <ul> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /I/, /t/, or /x/.).</li> </ul> </li> </ul>	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2d:  • Isolating onset phonemes in single-syllable words: Weeks 1-22, 34, 35  • Isolating the final sound in words: Weeks 1-12, 23-26  • Isolating the medial sound in words: Weeks 13-22, 27-35
OCSS.ELA-Literacy.RF.K.2e: • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2e:  • Substituting the initial phonemes in spoken words: Weeks 7-27  • Substituting the final phoneme in spoken words: Weeks 28-31  • Substituting vowel sounds in words: Week 32-35  • Adding and Deleting initial phonemes in spoken words: Weeks 7-27  • Adding and Deleting final phonemes in spoken words: Weeks 28-35
CCSS.ELA-Literacy.RF.K.1d:  • Print Concepts: Recognize and name all uppercase and lowercase letters of the alphabet.	Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.1d:  • Weeks 1-35 include an Alphabet Knowledge component to help students develop automaticity with letter names and sounds, including consonant digraphs and consonant blends.



# Pocono Mountain School District Curriculum

# Universal Design for Learning Guidelines

# Kindergarten

### **APPLICABLE TO ALL UNITS**

### I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- KWL charts
- Magnetic Letter Boards and Tiles
- Scaffolding
- Skywriting
- Think alouds
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters
- Writing boards

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute





# Pocono Mountain School District Curriculum

# **Universal Design for Learning Guidelines**

# Kindergarten

### APPLICABLE TO ALL UNITS

# II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Guided Questioning
- Integrated and assistive technology
- KWL charts
- Modeling
- Online resources
- Sentence frames
- Think/Pair/Share
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Strategic, goal-directed learners





# Pocono Mountain School District Curriculum

# **Universal Design for Learning Guidelines**

# Kindergarten

### APPLICABLE TO ALL UNITS

### III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback
- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Cooperative Learning
- Choice Boards
- Differentiated Instruction
- Guided Questioning
- I do, We do, You do
- Modeling
- Online resources

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Purposeful, motivated learners

