



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 1: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
1	Daily greeting; classroom expectations, routines, & procedures; school tour for locations and procedures (office, nurse, cafe, specials classes, playground, etc.); school expectations; exploratory play; initial self-portrait (without instruction); Text: Pete the Cat Rockin' in My School Shoes by Eric Litwin.							
2	Heggerly W1: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness NEC Phonological Awareness: Just Say Part (pg.1); Same/Different (pg. 3) PA Supplemental: Sentences and words	Intro to Alphafriends without letters Capitals: L, F, E, H Begin connecting letters to sounds	*Chrysanthemum vocabulary lesson: blossomed, wilted, admired, jealous NEC Oral Language Development: School Unit	Close Reading Text: Chrysanthemum by Kevin Henkes Big Idea/Theme: Our names and our differences make us special. Kindness helps everyone blossom. Think & Talk: How did Chrysanthemum feel when others teased her? What helped Chrysanthemum feel better? What can we do if someone is feeling wilted? What makes you special, just like Chrysanthemum's name? Comprehension: with prompting, identify character(s), setting, and major events in text Optional texts: <i>I like Myself</i> by Karen Beaumont; <i>The Name Jar</i> by Yangsook Choi; <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell; <i>Hooray for You! A Celebration of "You-ness"</i> by Marianne Richmond.	Handwriting without Tears: Foundational Skills pg. 26 1. Shake Hands with me Activities 2. Positions and Body Parts pp. 34-35 3. Rock, Rap, Tap, & Learn CD #2, 9 Recognize first name/build first name Writing/Drawing: Self-portrait	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Introduce 12 Toolbox tools; calendar time Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	
3	Heggerly W2: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness NEC Phonological Awareness: Word Chairs (pg.2); Just Say Part (pg.1); Same/Different (pg. 3) PA Supplemental: Big and small words; compound words	Intro to Alphafriends without letters Capitals: D, P, B Begin connecting letters to sounds	*Giraffes Can't Dance Vocabulary Lesson: graceful, clumsy, jungle, believe NEC Oral Language Development: Friendship Unit*	Close Reading text: Giraffes Can't Dance by Giles Andreae Big Idea/Theme: Everyone has their own strengths, and when we believe in ourselves and find our own way, we can succeed. Think & Talk: How do you think Gerald feels when everyone laughs? Why do the other animals laugh at Gerald? What advice does the cricket give Gerald? What changes after Gerald listens to the cricket? What helped Gerald become a great dancer? What would you say to Gerald if he were your friend? What helps you keep trying when something feels difficult? Comprehension: with prompting, identify character(s), setting, and major events in text Optional texts: <i>I like Myself</i> by Karen Beaumont; <i>The Name Jar</i> by Yangsook Choi; <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell; <i>Hooray for You! A Celebration of "You-ness"</i> by Marianne Richmond.	Handwriting without Tears: Foundational Skills pg. 28-31; 1. Build & Sing Mat Man 2. Draw a Mat Man 3. Rock, Rap, Tap, & Learn CD #2, 9 4. Recognize first name/build first name *build with curves and lines Writing/Drawing: Self-portrait *focus on drawing-leads to self-portrait; ability to begin letter formation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Introduce 12 Toolbox tools; calendar time Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Pushes & Pulls: Anchor Phenomenon; Big Barges Focus: Pushes & Pulls



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4	Heggerly W3: rhyme repetition, onset fluency, blending words, isolating final sounds, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness	Intro to Alphafriends without letters	*The Rainbow Fish Vocabulary Lesson: glimmering, admired, lonely, share	Close Reading text: The Rainbow Fish by Marcus Pfister Big Idea/Theme: Sharing and kindness help build friendships and bring happiness. Think & Talk: Why do the other fish want to be friends with Rainbow Fish at the beginning of the story? How do the other fish feel when Rainbow Fish refuses to share his scales? What clues in the story tell you this? What advice does the wise octopus give Rainbow Fish? How does Rainbow Fish change from the beginning to the end of the story? Why do you think Rainbow Fish feels happy at the end even though he gave away many of his scales? Is it ever hard to share something you like a lot? Why?	Handwriting without Tears: Foundational Skills pg. 32-39; Introduce wooden pieces (positions, curves, circles, horizontal, vertical, diagonal)	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time	Pushes & Pulls: L1: What's the biggest excavator?
	NEC Phonological Awareness: Same/ Different (pg.3) NEC Phonological Awareness: Matching Same Cards (pg.4) PA Supplemental: Compound words; two-syllable words	Capitals: R, K, M, N Begin connecting letters to sounds	NEC Oral Language Development: Color Unit	Comprehension: with prompting, identify character(s), setting, and major events in text Interactive/Predictable Read Aloud: Brown Bear, Brown Bear, What do You See? by Bill Martin, Jr. Focus: reading confidence, patterns in language, vocabulary, phonological awareness, concepts of print, active participation in reading	Recognize and write first name Writing/Drawing: Self-portrait; adding labels District Writing Benchmark BOY: Draw a picture about something you like to do. Tell about the picture.	Strive-For-Five Conversation Framework	Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Focus: Pushes & Pulls
5	Heggerly W4: rhyme repetition, onset fluency, blending words, segmenting words, adding words, deleting words, substituting words, letter naming, language awareness	Intro to Alphafriends without letters	*Apples for Everyone Vocabulary lesson: orchard, harvest, cider, ingredients, slice	Close Reading text: Apples for Everyone by Jill Esbaum Big Idea/Theme: Apples come from nature and can be found in many forms, connecting us to farms, seasons, and everyday life. Think & Talk: Where do apples come from? What can we make with apples? When do apples grow? Where have you seen apples before?	Handwriting without Tears: Foundational Skills pg. 41	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time; Second Step Lesson 5: Performance Task: Let's Practice and Learn	Pushes & Pulls: L2: Why do builders need so many big machines?
	NEC Phonological Awareness: Same or Different (pg.5) NEC Phonological Awareness: Listening for Same or Different (pg.6) PA Supplemental: Two- and three-syllable words	Capitals: U, V, W, X Begin connecting letters to sounds	NEC Oral Language Development: Apple Unit	Comprehension: with prompting, answer questions about key details in a text. Interactive/Predictable Read Aloud: Ten Apples Up On Top! by Dr. Seuss Focus: phonological awareness (rhyme, repetition), concepts of print, oral language and speaking, sequencing	1. Sign in please *alphabet knowledge; recognizing letters in names; focus on 5 letters per day 2. Recognize and write first name Writing/Drawing: Draw an apple and label its parts (core, stem, leaf)	Strive-For-Five Conversation Framework	Essential Question: Who am I and what makes me unique? All About Me: portrait Key Concepts: personal identity, individual differences, feelings & belonging Vocabulary: unique, same, different, feelings, respect	Focus: Pushes, pushes, & "work" words
6	Heggerly W5: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness	Intro to Alphafriends without letters	*The Little Yellow Leaf Vocabulary Lesson: branch, drift, alone, brave	Close Reading text: The Little Yellow Leaf by Carin Berger Big Idea/Theme: Sometimes change feels scary, but we can be brave especially when we're not alone.	Handwriting without Tears: Foundational Skills pg. 42-47 1. Stomp your feet 2. Picking up my pencil 3. Recognize and write first name	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox Intro: Introduce 12 Toolbox tools; calendar time; Second Step Lesson 1: We Watch. We Listen. We Think	Pushes & Pulls: L3: How can you knock down a heavy wall?
	NEC Phonological Awareness: Silly Sentences (pg.7-8) NEC Phonological Awareness: Saying Silly Sentences (pg.9) PA Supplemental: Two-, three-, and four-syllable words	Capitals: Y, Z, T, I Begin connecting letters to sounds	NEC Oral Language Development: Leaf Unit*	Think & Talk: Why didn't the little leaf want to fall? Have you ever been scared to try something new? What helped the leaf finally let go? Who helps you feel brave? Interactive/Predictable Read Aloud: The Family Book by Todd Parr Focus: concepts of print, repetition, predictable text, oral language, text to self connections	*pencil grip; posture; paper placement for writing Writing/Drawing: cut, paste, and label the parts of a leaf	Strive-For-Five Conversation Framework	Essential Question: What is a family and how do families help each other? Families: family photo discussion Key Concepts: family structures, roles and responsibilities, traditions Vocabulary: family, responsibility, care, needs, traditions	Focus: Motion, Speed, & Strength



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7	Hegerty W6: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, letter naming. NEC Phonological Awareness: Odd One Out (pp.12-13)	Capitals: J, A, C, O Begin connecting letters to sounds	*A Chair for My Mother Vocabulary Lesson: tips, coins, spoiled, speech, exchanged NEC Oral Language Development: Fire Safety Unit	Close Reading text: A Chair for My Mother by Vera B. Williams Big Idea/Theme: Families work together and save to take care of each other. Think & Talk: Why was the chair so important to the family? How did the family feel when they reached their goal? Why didn't they spend their money right away? What does it mean to save money? Is the chair a need or a want? Why? Have you ever saved money for something special? How does your family help take care of each other? Interactive/Predictable Read Aloud: Our Class is a Family , by Shannon Olsen Fire Safety Week: Pete the Cat Firefighter Pete by James Dean	Handwriting without Tears: Writing Capitals pg. 52-66 1. Frog Jump Capitals (F,E,D,P,B,R,N,M) 2. Recognize and write first name Writing/Drawing: Draw a picture of a family member helping you.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox Intro: Breathing Tool pp. 66-68; calendar time; Second Step Lesson 2: Why We Pay Attention Essential Question: What is a family and how do families help each other? Families: family photo discussion Key Concepts: family structures, roles and responsibilities, traditions Vocabulary: family, responsibility, care, needs, traditions	Pushes & Pulls L4: How can you knock down the most bowling pins? Focus: Speeds & Direction of Force
	Hegerty W7: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness NEC Phonological Awareness: Odd One Out (pg.12-13) NEC Phonological Awareness: Do These Words Rhyme? (pg.14) NEC Phonological Awareness: Identifying Initial Sounds (pg.22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Capitals: Q, G, S Begin connecting letters to sounds	*The Recess Queen Vocabulary Lesson: bully, recess, snatch, tremble, brave NEC Oral Language Development: Signs Unit	Close Reading text: The Recess Queen by Alexis O'Neill Big Idea/Theme: Kindness and friendship can change the way people treat others. Think & Talk: Why are the other children afraid of Mean Jean? What makes Katie Sue different from the other kids? Why do you think Mean Jean starts to laugh and play? What does it look like to be brave and kind at the same time? What is one way we can make recess a place where everyone feels welcome? Comprehension: with prompting, identify character(s), setting, and major events in text Interactive/Predictable Read Aloud: Chicka Chicka Boom Boom by Bill Martin, Jr. & John Archambault Focus: alphabet knowledge; letter recognition; phonological awareness; oral language development; print awareness; engagement and joy of reading	Handwriting without Tears: Writing Capitals pg. 52-66 1. Starting Corner Capitals (H,K,L,U,V,W,X,Y,Z) 2. Recognize and write first name Writing/Drawing: Draw a picture of a school friend helping you.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework Explain one school rule and why it is important.	Toolbox Intro: Quiet/Safe Place Tool pp. 71-74; calendar time; Second Step Lesson 3: Mistakes Are Okay! Essential Question: How do we work together at school? School Community: Rules & Responsibilities: classroom, hallway, cafeteria, playground Key Concepts: rules, responsibility, cooperation Vocabulary: rules, cooperation, community, responsibility, respect	Pushes & Pulls L5: How can we protect a mountain town from falling rocks? Focus: Direction of motion & engineering



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9	Heggerly WB: rhyme recognition, onset fluency, blending syllables, isolating final sounds, segmenting syllables, adding syllables, deleting syllables, substituting syllables, letter naming, language awareness NEC Phonological Awareness: Say It and Move It Cards-Segmenting Sounds (pp. 24-25) NEC Phonological Awareness: Identifying Initial Sounds (pg.22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: m, r, f, n Begin connecting letters to sounds Lowercase letters with name at the end Alphafriends with letters AlphaTales books: <i>Monkey's Miserable Monday; Rosie Rabbit's Radish; Fifi Ferret's Flute; The Nicest Newt</i>	*Pumpkin Town Vocabulary Lesson: patch, gigantic, carve, scoop NEC Oral Language Development: Pumpkin Unit*	Close Reading text: <i>Pumpkin Town</i> by Katie McKy Big Idea/Theme: Shared seasonal experiences create joy and connection bringing families and communities together. Think & Talk: What things do the children see and do when they arrive in Pumpkin Town? How do the illustrations help us understand what Pumpkin Town is like? What kinds of pumpkins do the characters find in the patch? How are they different? What steps do the characters take to turn a pumpkin into a jack-o'-lantern? Why do you think people enjoy visiting pumpkin patches in the fall? If you could visit Pumpkin Town, what would you want to do first? Comprehension: with prompting, retell familiar stories including key details Interactive/Predictable Read Aloud: <i>The Legend of Spookley the Square Pumpkin</i> by Joseph Troiano Focus: oral language and discussion, vocabulary development, phonological awareness, print awareness, descriptive language	Handwriting without Tears: Writing Capitals pg. 52-66 1. Center Starting Capital (C,O,Q,G,S,A,I,T,J) 2. Recognize and write first name Writing/Drawing: Draw and label the parts of a pumpkin.	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework Explain one community rule and why it is important.	Toolbox Intro: Listening Tool pp. 77-79; calendar time; Second Step Lesson 4: Practice Makes Better Essential Question: How do we work together at school? School Community: Rules & Responsibilities: classroom, hallway, cafeteria, playground Key Concepts: rules, responsibility, cooperation Vocabulary: rules, cooperation, community, responsibility, respect	Pushes & Pulls L6: How could you invent a trap? Focus: Forces & Engineering
	recognize rhyme. segment and blend syllables. isolate beginning sounds. identify and produce rhyme. identify individual letter sounds.	identify capital letters. name each letter's Alphafriend. identify a word.	identify unknown words in text read aloud. answer questions about key details in a text read aloud. answer questions about the story. identify characters and setting. name jobs of authors and illustrators. identify an illustration.	identify the front and back cover of a book. answer questions about key details in a text read aloud. answer questions about the story. identify characters and setting. name jobs of authors and illustrators. identify an illustration.	draw pictures. label pictures. focus on a single-teacher directed prompt. explain my drawing. use correct pencil grip. build letters with wood pieces. write capital letters correctly.	respond when called by name. listen to others as they speak. listen and follow one-step directions. speak to answer a question and to have needs met. name and talk about feelings. share who my family is. tell ways family members help each other. name people who help in a community. follow classroom rules. share and take turns.	tell things about myself. draw a portrait of myself. explain what makes me unique. notice how people are the same and different. name and talk about feelings. share who my family is. tell ways family members help each other. name people who help in a community. follow classroom rules. share and take turns.	push things. pull things. tell how objects move. make objects move faster. change the direction of an object. use a push to move something. use a pull to move something. solve a problem with a design. test my ideas. explain what I learned about pushes and pulls.
	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.E CC.1.4.K.J CC.1.4.K.M CC.1.4.K.N	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	5.1.K.A (C & G) 5.1.K.B (C & G) 5.1.K.C (C & G) 5.1.K.E (C & G) 5.2.K.A (C & G) 5.2.K.D (C & G) 5.3.K.B (C & G) 5.3.K.C (C & G) 5.3.K.F (C & G) 5.4.K.A (C & G) 5.4.K.B (C & G) 6.5.K.A (E) 7.1.K.B (G) 7.3.K.A (G) 8.1.K.A (H)	3.2.K.A (Physical) 3.2.K.B (Physical)
Standards								



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				CC.1.3.K.C CC.1.3.K.D CC.1.3.K.G CC.1.3.K.H CC.1.3.K.K	CC.1.4.K.F CC.1.4.K.R CC.1.4.K.W CC.1.4.K.X		8.2.K.A (H) 8.3.K.B (H) 8.3.K.C (H) 8.4.K.D (H)	
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual - Phonological Awareness	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	<i>Pete the Cat Rockin' in My School Shoes</i> by Eric Litwin; <i>The Rainbow Fish</i> by Marcus Pfister <i>Chrysanthemum</i> by Kevin Henkes; <i>Giraffes Can't Dance</i> by Giles Andreae <i>Brown Bear, Brown Bear, What do You See?</i> by Bill Martin, Jr.; <i>The Recess Queen</i> by Alexis O'Neill <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. & John Archambault; <i>Apples for Everyone</i> by Jill Esbaum; <i>Ten Apples Up on Top</i> by Dr. Seuss <i>The Little Yellow Leaf</i> by Carin Berger; <i>The Family Book</i> by Todd Parr <i>The Legend of Spookley the Square Pumpkin</i> by Joseph Troiano; <i>Pumpkin Town</i> by Katie McKy <i>A Chair for My Mother</i> by Vera B. Williams; <i>Our Class is a Family</i> by Shannon Olsen; <i>Pete the Cat Firefighter Pete</i> by James Dean	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Handwriting without Tears: Rock, Rap, Tap and Learn CD Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework	Toolbox Manual; Tools poster; individual tool cards kidcitizen.net pbslearningmedia.org secondstep.org	Mystery Science



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Quarter 2: Kindergarten English Language Arts & Social Studies

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	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
10	Hegerty W9: rhyme recognition, onset fluency, blending body-coda, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pg. 26-27); Identifying Initial Sounds (p. 22) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: l, s, z, v Lowercase letters with name at the end Lowercase letters with name at the beginning Alphafriends with letters Alpha Tales books: <i>The Lamb Who Loved to Laugh, Sea's Silly Sandwich, Ziggy Zebra's Zephyr, Vera Viper's Valentine</i>	*Pumpkin Jack Vocabulary Lesson: rot, seeds, sprout, vine, observe NEC Oral Language Development: Pumpkin Life Cycle Unit*	Close Reading text: <i>Pumpkin Jack</i> by Will Hubbell Big Idea/Theme: Things change, and sometimes old things help new things grow. Think & Talk: What did the boy do with Pumpkin Jack after Halloween? What happened to the pumpkin over time? What did the boy find inside the pumpkin? What grew in the spring? Why did the pumpkin start to change? How did the boy feel when his pumpkin changed? Why? Why didn't the boy throw the pumpkin away? What happened because the boy left the pumpkin outside? What caused the new pumpkin plant to grow? Have you ever watched something grow? Have you seen something change over time? Comprehension: with prompting. Interactive/Predictable Read Aloud: <i>Pumpkin Pumpkin</i> by Jeanne Tilherington Focus: vocabulary development, oral language and discussion, sequencing and story comprehension, print awareness, observation and prediction, building background knowledge NEC Story Retelling: 1. A Big, Pink Pig	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. The hand activity (p. 104) 2. Magic C letters (c, o, a, d, g, s, e) pp. 110-112, 118-121, 127) Writing/Drawing: Pumpkin life cycle diagram; labeling Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Review tools in our box; calendar time Second Step Lesson 5: Performance Task: Let's Practice and Learn! Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Pushes & Pulls Performance Task: What do tugboats do? Focus: Pushes & Pulls
11	Hegerty W10: rhyme recognition, onset fluency, blending body-coda, isolating final sounds, segmenting onset-time, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: d, t Lowercase letters with name at the beginning Alphafriends with letters Alpha Tales books: <i>Defective Dog and the Disappearing Doughnuts, When Tilly Turtle Came to Tea</i>	*Whose Tools Are These? Vocabulary Lesson: equipment, occupation, identity, evidence NEC Oral Language Development: Community Helpers Unit	Close Reading text: <i>Whose Tools Are These?</i> by Sharon K. Cooper Big Idea/Theme: Tools help people solve problems and do important work. Think & Talk: What clues helped you guess whose tools they were? Why do workers need special tools to do their jobs? What job in the book would you like to try? Why? Can one tool be used for more than one job? What tools do people at our school use to do their jobs? What tools do you use to do your job at school? Close Reading text: <i>Whose Hat is This?</i> by Sharon K. Cooper Big Idea/Theme: People in a community have different jobs and each job is important. Think and Talk: What job does a chef do? Why do workers wear different hats? How does a hat help a worker do their job safely? If you could wear one of these hats, which one would you choose? Why are all of these workers important in our community? What other jobs can you think of that might need a special hat? What do you want to do when you grow up? What kind of hat might you wear? Interactive/Predictable Read Aloud: <i>Clothesline Clues to Jobs, People Do</i> by Kathryn Helling and Deborah Hembrook; NEC Story Retelling: 2. A Slim, Black Cat	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. Line letters (l, t, i, j) pp. 128, 116, 126, 133 Writing/Drawing: Label places on a map (classroom, school) Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Review tools in our box; calendar time Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Anchor Phenomenon: <i>Animal Homes: Animal Needs L1: Why do woodpeckers peck wood?</i> Focus: Animal Needs; food



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 2: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
12	Hegerty W11: rhyme recognition, onset fluency, blending onset-rime, isolating final sounds, segmenting onset-rime, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: b, p, j, c; Lowercase letters with name at the beginning Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>Bubble Bear, The Pig's Picnic, Jaguar's Jungleberry Jamboree, Copycats</i>	*Our Little Kitchen Vocabulary Lesson: ingredients, prepare, share, volunteer, community NEC Oral Language Development: Kitchen Unit	Close Reading Text: Our Little Kitchen by Jillian Tamaki Big Idea/Theme: Communities are stronger when people work together to help one another. Think & Talk: Why do you think people work in the kitchen? how do people in the kitchen feel while they work together? Why is the kitchen important to the community? What jobs do the people do? What happens when everyone helps? How does the kitchen help people get what they need? What does the story teach us about helping others? Why is it important to work together? Interactive/predictive read aloud: In the Night Kitchen by Maurice Sendak **VETERAN'S DAY? NEC Story Retelling: 3. A Fat, Brown Dog	Handwriting without Tears: Writing lowercase (pp. 104-108) 1. Diver letters (r,n,m,h,b,p) pp. 109, 136-138, 140-141, 134 Writing/Drawing: Draw your favorite food (add labels). Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Second Step Lesson 6: Sometimes We Feel Happy Essential Question: What Makes a Community? Community skills: identify places in the community, recognize community helpers, understand basic map concepts Key Concepts: community places, local services, maps and locations Vocabulary: community, map, neighborhood, services	Animal Needs 12: Where do animals live? Focus: Animal Needs; shelter
	Hegerty W12: rhyme recognition, onset fluency, blending onset-rime, isolating final sounds, segmenting onset-rime, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: k, h, g, w Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>Kangaroo Kazoo, Hide-and-Seek</i> Letter name/sound fluency	*Balloons Over Broadway Vocabulary Lesson: Puppeteer, parade, invent, balloon, enormous NEC Oral Language Development: Thanksgiving Unit	Close Reading: Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade by Melissa Sweet Big Idea: When we use our imagination and keep trying, we can create something wonderful. Think and Talk: Why do you think Tony did not give up? How do you think people felt when they first saw the giant balloons? What happened when Tony tried a new idea for the parade? What does this story teach us about trying new things? Why is it important to keep trying when something is hard? Why was Tony good at solving problems? What is something you had to keep trying to do? Interactive/predictive read aloud: My First Thanksgiving by Tomie DePaola NEC Story Retelling: 4. A Star for Keisha	Handwriting without Tears: Writing lowercase (pp. 104-108); 1. Slant letters (v,w,x,y,z,k) pp. 114-115, 145, 132, 146, 130 Writing/Drawing: Draw and label one thing you are thankful for. Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Empathy Tool pp. 82-84; Second Step Lesson 7: Sometimes We Feel Sad Essential Question: How did people work together at the First Thanksgiving and why do we still give thanks today? Big Ideas: Thanksgiving is a time when people gather, share food, and give thanks. Long ago, the Pilgrims and the Wampanoag Tribe shared a meal together after helping one another. Key Concepts: Compare how people lived long ago and today (Venn Diagram); discuss foods people may have eaten (sort foods into "then" and "now"; create a paper plate "First Thanksgiving Feast" with drawings or cutouts; host a classroom feast Vocabulary: pilgrims, Wampanoag, help, share, thankful, family, feast, harvest	Animal Needs 13: How can you find animals in the woods? Focus: Animal Needs; safety
14	Hegerty W13: rhyme production, onset fluency, blending with Elkonin Boxes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting phonemes, letter naming, language awareness NEC Phonological Awareness: Say It and Move It: Segmenting Words (pp. 26-27) NEC Phonological Awareness: Identifying final sounds (pg. 23) PA Supplemental: Three phonemes with continuants and stops (with letters)	Lowercase: q; Lowercase letters not connected to name Alphafriends with letters Alpha Tales books: <i>The Quiet Quail</i> Letter name/sound fluency	*The Gingerbread Boy Vocabulary Lesson: chase, brag, trick, escape, clever NEC Oral Language Development: Seasons, Months, Holidays Unit	Close Reading Text: The Gingerbread Boy by Paul Galdone Big Idea/Theme: When we brag and do not listen, we can get into trouble. Think and Talk: Why did the Gingerbread Boy run away? How do you think the old woman and old man felt when he ran away? Why did the Gingerbread Boy think no one could catch him? What was the Gingerbread Boy doing that sounded like bragging? Why did the fox trick the Gingerbread Boy? Should the Gingerbread Boy have trusted the fox? Why or why not? What could the Gingerbread Boy have done differently? Have you ever been so excited that you forgot to listen? What happened? What does this story teach us? Why is it important to listen to people who are trying to help us? Interactive/predictive read aloud: The Gingerbread Baby by Jan Brett NEC Story Retelling: 5. Amy Chen's Rabbit	Handwriting without Tears: Writing lowercase (pp. 104-108); 1. Tricky letters (v,f,q) pp. 124, 142, 144 Writing/Drawing: Label the parts of a gingerbread man. Spelling: Use beginning sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message Strive-For-Five Conversation Framework	Toolbox: Review tools in our box; calendar time Essential Question: How do people celebrate and remember important events? Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, respect	Animal Needs 14: How do animals make their homes in the forest? Focus: Animals making homes; environmental change



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15	Hegerty W14: rhyming production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Lowercase: y, x, a	*The Gingerbread Girl Vocabulary Lesson: plan, remember, trust, trick, clever	Close Reading Text: The Gingerbread Girl by Lisa Campbell Ernst Big Idea/Theme: We can use our brains to solve problems and make good choices. Think and Talk: How was the Gingerbread Girl different from the Gingerbread Boy? Why didn't the Gingerbread Girl trust the fox? What did the Gingerbread Girl do that was clever? How did the Gingerbread Girl solve her problem? What can we learn from the Gingerbread Girl? Why is it important to think before you act? What mistake did the Gingerbread Boy make that the Gingerbread Girl remembered? Have you ever solved a problem by thinking carefully? What would you have done if you were the Gingerbread Girl? Why is it important to learn from mistakes?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 8: Sometimes We Feel Mad Toolbox: Personal Space Tool pgs. 86-90	Animal Needs Performance Task: Why do animals live in different places?
	NEC Phonological Awareness: Sound boards (pg. 32-35)	Lowercase letters not connected to name; vowels	NEC Oral Language Development: Gingerbread Unit*	Interactive/predictive read aloud: The Gingerbread Man Loose in School by Laura Murray	Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)		Essential Question: How do people celebrate ad remember important events?	Focus: Animal habitats
	NEC Phonological Awareness: Identifying final sounds (pg. 23)	Alphafriends with letters		NEC Story Retelling: 6. Abdul's Birthday Present	Writing/Drawing: Label the parts of a gingerbread man.	Strive-For-Five Conversation Framework	Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, respect	
16	PA Supplemental: Three phonemes with continuants and stops (with letters)	Alpha Tales books: <i>The Yak Who Yelled Yuck, A Xylophone for X-Ray Fish, The Adventures of Abby Alligator</i> Letter name/sound fluency			Spelling: Use beginning sounds correctly			
	Hegerty W15: rhyme production, onset fluency, blending with Elkonin Boxes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Lowercase: e, i, o, u	*Bear Stays Up for Christmas Vocabulary Lesson: gift, worried, help, share, celebrate	Close Reading Text: Bear Stays Up for Christmas by Karma Wilson Big Idea/Theme: Helping others is one of the best gifts we can give. Think and Talk: Why did Bear want to stay awake? Why was Bear worried during the story? What did Bear do for his friends? Why did Bear think he did not have a gift? How did Bear help make Christmas special? What did Bear learn at the end of the story? Why are friendship and kindness important? What is something kind you could do for a friend? Do gifts always have to be something you buy? Why or why not? How did Bear's friends feel when he helped them?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 9: We Can Feel Calm Toolbox: Using Our Words Tool pgs. 92-95	Animal Needs Performance Task: Why do animals live in different places?
	NEC Phonological Awareness: Sound boards (pg. 32-35)	Vowels		Interactive/predictive read aloud: My First Kwanzaa by Karen Katz; My First Chanukkah by Tomie DePaola	Writing: Draw and label one of your favorite holiday memories.		Essential Question: How do people celebrate ad remember important events?	Focus: Animal habitats
	PA Supplemental: Three phonemes with continuants and stops (with letters)	Alphafriends with letters	NEC Oral Language Development: Holiday Unit*	NEC Story Retelling: 7. Adam's First Trip to the City	Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)	Strive-For-Five Conversation Framework	Big Ideas/skills: Holidays and traditions are important to families and communities. People celebrate in different ways. Key Concepts: National holidays, family and community traditions, holidays around the world, respecting differences Vocabulary: holiday, tradition, celebrate, culture, thankful, different, same, respect	
		Alpha Tales books: <i>The Enormous Elephant Show, Iguana on Ice, Olive the Octopus's Day of Juggling, The Umbrella Bird's Umbrella</i> Letter name/sound fluency			Spelling: Use beginning sounds correctly			



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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
17	Hegerty W16: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code lessons A	* Bear Snores On Vocabulary Lesson : hibernate, cave, feast, snores, include	Close Reading Text: Bear Snores On by Karma Wilson Big Idea/theme: Good friend make sure everyone feels included. Think and Talk: Why did the animals go to Bear's cave? What were the animals doing while Bear was asleep? How did Bear feel when he woke up? Why? Why did Bear think he missed all the fun? What did Bear's friends do to help him feel better? What does this story teach us about being a friend? Why is it important to include everyone? Have you ever felt left out? What helped you feel better? What could you do if you saw someone feeling left out? How do you know the animals were good friends to Bear? Interactive/predictive read aloud: Why Do Animals Hibernate? By David Martin	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters Writing: Draw and label an animal that hibernates. Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Review tools in our box; calendar time Essential Question: How do people and animals change what they do in winter to stay safe and meet their needs? Big Ideas/skills: All living things need food, water, and shelter. Animals and people meet their needs in different ways. Winter makes it harder to meet basic needs. Communities work best when people help each other. Helping others keeps everyone safe and cared for. Key Concepts: Needs and survival; adaptation to environment; change over time; belonging and inclusion Vocabulary: need, shelter, survive, adapt, hibernate, community, season, change, include, protect, environment, observe, prepare	
		short a MOY Assessments	the	NEC Oral Language Development: Bear Unit NEC Story Retelling: 8. The Country Mouse and the City Mouse	Spelling: Use beginning sounds correctly	Strive-For-Five Conversation Framework		
18	Hegerty W17: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code lessons B	* The Snowy Nap Vocabulary Lesson : hibernate, curious, winter, snuggle, awake	Close Reading Text: The Snowy Nap by Jan Brett Big Idea/theme: When we try something new, we can discover wonderful things. Think and Talk: Why did Hedgehog not want to take his winter nap? What did Hedgehog want to see? How did Hedgehog try to stay awake? What happened when Hedgehog finally saw the snow? How did Hedgehog feel at the beginning of the story? How did he feel at the end? Why is Hedgehog curious about winter? What does this story teach us about trying new things? Have you ever wanted to try something new? What happened? Why is it okay to be curious? What do you think Hedgehog learned?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters Writing: Draw and label a picture of you dressed to play in the snow. Grammar: Capitalize first letter of first name; recognize capital letter with proper nouns; recognize end punctuation (period, question mark, exclamation)	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 10: Performance Task: What Are They Feeling? Essential Question: How do people and animals change what they do in winter to stay safe and meet their needs? Big Ideas/skills: All living things need food, water, and shelter. Animals and people meet their needs in different ways. Winter makes it harder to meet basic needs. Communities work best when people help each other. Helping others keeps everyone safe and cared for. Key Concepts: Needs and survival; adaptation to environment; change over time; belonging and inclusion Vocabulary: need, shelter, survive, adapt, hibernate, community, season, change, include, protect, environment, observe, prepare	Midyear benchmarks: science integration and catch up period
		short o MOY Assessments	to	Interactive/predictive read aloud: The Hat by Jan Brett NEC Story Retelling: 9. The Contest	Spelling: Use beginning sounds correctly	Strive-For-Five Conversation Framework		



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Quarter 2: *Kindergarten* English Language Arts & Social Studies

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Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
I can...	identify and produce rhyme. identify individual letter sounds. isolate beginning, middle, and ending sounds. manipulate initial phoneme (with letters). blend and segment onset-rime. blend and segment body-coda. blend and segment two and three phonemes.	identify capital and lowercase letters. identify a word. name letters fluently.	identify unknown words in text read aloud. ask and answer questions about unknown words in a text.	retell a familiar story. answer questions about key details in a text read aloud. identify an illustration. identify characters and setting. listen and respond to a story read aloud. identify and understand relationship between illustration and text. name main idea and key details. make a connection within a text. identify text type.	add details to describe as prompted. label pictures. write words from left to right. explain my drawing. research with the class. gather research information with the class. draw pictures. choose between two options within a given topic. build writing stamina. use letters to label pictures. form and write capital letters correctly.	respond when called by name. listen to others as they speak. listen and follow one-step directions. speak to answer a question, get needs met, ask questions, or share ideas.	name places in my community. name people who help in my community. explain how people help each other. describe what a community is. describe a tradition my family celebrates. tell how people celebrate in different ways. compare the past to today. name foods people may have eaten long ago. explain what it means to be thankful. show ways to share and help others. name what people and animals need to live. explain how animals stay safe in the winter. describe how winter changes what we do. describe how people prepare for winter. explain how maps help us.	tell what animals need to live. tell what animals eat. identify animal homes. explain why animals need shelter. describe how animals stay safe. identify different habitats. match animals to where they live. explain how animals help themselves survive. show how animals change their environment. use pictures and models to explain my ideas.
Standards	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D	CC.1.1.K.A CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B CC.1.3.K.C CC.1.3.K.D CC.1.3.K.G CC.1.3.K.H CC.1.3.K.K	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.E CC.1.4.K.F CC.1.4.K.M CC.1.4.K.N CC.1.4.K.R CC.1.4.K.X	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	7.1.K.A (G) 7.2.K.A (G) 7.3.K.A (G) 7.1.K.B (G) 5.1.K.A (C & G) 5.1.K.B (C & G) 6.2.K.A (E) 6.1.K.A (E) 8.1.K.A (H) 8.2.K.A (H) 5.2.K.B (C & G) 8.1.K.B (H) 6.4.K.A (E) 8.3.K.A (H) 8.1.K.C (H) 5.2.K.A (C & G) 8.4.K.A (H) 8.1.K.B (H) 7.4.K.A (G)	3.1.K.A (Life) 3.3.K.B (Earth & Space) 3.3.K.C (Earth & Space)
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	<i>Pumpkin Jack</i> by Will Hubbell; <i>Pumpkin Pumpkin</i> by Jeanne Tilherington <i>Whose Tools Are These?</i> by Sharon K. Cooper; <i>Whose Hat Is This?</i> by Sharon K. Cooper; <i>Clothesline Clues to Jobs People Do</i> by Kathryn Helling and Deborah Hembrook <i>Our Little Kitchen</i> by Jillian Tamaki; <i>In the Night Kitchen</i> by Maurice Sendak <i>Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade</i> by Melissa Sweet ; <i>My First Thanksgiving</i> by Tomie DePaola <i>The Gingerbread Boy</i> by Paul Galdone; <i>The Gingerbread Baby</i> by Jan Brett <i>The Gingerbread Girl</i> by Lisa Campbell Ernst; <i>The Gingerbread Man Loose in School</i> by Laura Murray <i>Bear Stays Up for Christmas</i> by Karma Wilson; <i>My First Kwanzaa</i> by Karen Katz; <i>My First Chanukkah</i> by Tomie DePaola <i>Bear Snores On</i> by Karma Wilson; <i>Why Do Animals Hibernate?</i> by David Martin <i>The Snowy Nap</i> by Jan Brett; <i>The Hat</i> by Jan Brett	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework Neuhaus Reading Readiness Skills Manual (Oral Language)	Toolbox Manual; Tools poster; individual tool cards secondstep.org pbslearningmedia.org kidcitizen.net	Mystery Science



Girard School District

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Quarter 3: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
19	Heggerly W18: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson C	* Martin's Big Words Vocabulary Lesson : fair, equal, peaceful, courage, dream	Close Reading Text: Martin's Big Words by Doreen Rappaport and Bryan Collier Big Idea/theme: We can use kind and powerful words to help make the world fair. Think and Talk: Who was Martin Luther King, Jr.? What did Martin want for people? What does it mean to be fair? Why did Martin use words instead of fighting? What are "big words" in this story? How did Martin help other people? What does this story teach us about kindness and fairness? Have you ever stood up for someone? What are some kind words you can use? How can one person make a difference?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How can we treat others fairly and kindly in our classroom and community?	Weather Patterns Anchor Phenomenon: <i>Furry Foxes</i>
		short u MOY Assessments	NEC Oral Language Development: Fairness Unit do	Interactive/predictive read aloud: Ron's Big Mission by Rose Blue Interactive/predictive read aloud: Who was Martin Luther King, Jr. by Lisbeth Kaiser	CODE Dictation Sentences: C-1: Rob sat on the log, C-2: Bob got the dog. Use finger spaces between words. Grammar: Capitalize first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly	Strive-For-Five Conversation Framework		
20	Heggerly W19: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson D	* Tacky the Penguin Vocabulary Lesson : odd, graceful, clumsy, unique, teamwork	Close Reading Text: Tacky the Penguin by Helen Lester Big Idea/theme: Being different can make you special and helpful. Think and Talk: How was Tacky different from the other penguins? Why did the other penguins think Tacky was odd? How did Tacky help the other penguins? What made Tacky special? Why is it okay to be different from others? What would the story be like if Tacky acted exactly like everyone else? How did the other penguins feel about Tacky at the end of the story? What is something unique or special about you? Have you ever helped someone in your own special way? What does this story teach us about accepting others?	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How can we treat others fairly and kindly in our classroom and community?	Focus: Local Weather; Daily Patterns
		short i Begin spelling tests MOY Assessments	NEC Oral Language Development: Penguin Unit is	Interactive/predictive read aloud: Penguins by Gail Gibbons NEC Story Retelling: 10. The Story of the Box	CODE Dictation Sentences: D-1: The bad pup dug, D-2: Mom got the bug. Use finger spaces between words. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly District Writing Benchmark MOY: Draw and write about something fun you did with your family or friends.	Strive-For-Five Conversation Framework		

Quarter 3: *Kindergarten* English Language Arts & Social Studies

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Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 3: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
24	Heggerly W23: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson G an	*The Three Little Pigs Vocabulary Lesson: sturdy, huff, puff, collapse	Close Reading text: <u>The Three Little Pigs</u> by James Marshall Big Idea/Theme: Taking time to do something well often leads to better results. Think & Talk: Why do the first two pigs build their houses so quickly? What happens when the wolf huffs and puffs at each house? How are the houses different? Why is the third pig's house stronger than the others? How do the pigs feel when the wolf tries to blow their houses down? What clues in the story tell you this? What lesson do you think the pigs learned by the end of the story? Have you ever taken extra time to build or make something stronger? What happened? Comprehension: with prompting, retell familiar stories including key details	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters CODE Dictation Sentences: G-1: The box is on the rug. G-2: The ax hit a big log. Use finger spaces between words. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Please & Thank You Tool pp. 106-109; Second Step Lesson 13: Showing Kindness Essential Question: Why are rules, respect, and responsibility important at home and in communities? Big ideas, skills, & key concepts: Rules help keep people safe. Respect means caring for others and their belongings. Responsible choices lead to better outcomes. Taking time and doing your best matters. Vocabulary: respect, belongings, visitor, manners, sturdy, collapse, responsibility, safe	Weather Patterns Performance Task: What's the Weather Like for Arctic Foxes? Focus: Seasonal Weather Patterns
			NEC Oral Language Development: Pig Unit as	Optional texts: <u>The Three Little Wolves and the Big Bad Pig</u> by Eugen Trivizas; <u>The True Story of the Three Little Pigs</u> by Jan Scieszka; <u>The Three Ninja Pigs</u> by Corey Rosen Schwartz; <u>The Three Little Javelinas</u> by Susan Lowell; <u>The Three Little Fish and the Big Bad Shark</u> by Ken Geist; <u>No Lie, Pigs (and Their Houses) Can Fly!</u> by Jessica Gunderson. NEC Story Retelling: 12. The Three Little Pigs		Strive-For-Five Conversation Framework		
25	Heggerly W24: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson H am	*Yertle the Turtle Vocabulary Lesson: leader, fair, selfish, command, respect	Close Reading text: <u>Yertle the Turtle</u> by Dr. Seuss Big Idea/Theme: Good leaders should care about others and treat people fairly. Turn and Talk: Why did Yertle want to be higher than the other turtles? How did the turtles at the bottom feel? Was Yertle being a good leader? Why or why not? What happened because Yertle only thought about himself? Why was Mack important in the story? What does this story teach us about fairness? How should leaders treat others? Have you ever seen someone being unfair? What happened? What could Yertle have done differently? Why is it important to listen to others' feelings and needs? Optional texts: <u>Green Eggs and Ham</u> ; <u>The Cat in the Hat: Mr. Brown can Moo Can you? Put Me in a Zoo</u> ; <u>One Fish Two Fish Red Fish Blue Fish</u> ;	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters CODE Dictation Sentences: H-1: The man ran to Jan. H-2: The tan man is Dan. Use finger spaces between words. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Essential Question: How do good leaders and community members help others? Big ideas, skills, & key concepts: Good leaders are fair and respectful. Hard work and responsibility lead to success. Courage and teamwork help solve problems. Helping others strengthens communities. Vocabulary: leader, fair, selfish, respect, harvest, bake, courage, clever, teamwork	Severe Weather Anchor Phenomenon: Flying Kites Focus: Weather Conditions and Preparations
			NEC Oral Language Development: Turtle Unit has	Optional texts: <u>The Little Red Hen</u> by Paul Galdone Big Idea/Theme: Hard work and responsibility lead to rewards. Think & Talk: What job does the Little Red Hen ask the other animals to help with first? What do they say? How many times do the other animals refuse to help the hen? Why is this important to the story? What steps does the Little Red Hen take to make the bread? Why does the Little Red Hen decide to eat the bread herself at the end? What lesson do you think the other animals learned from the Little Red Hen? Why is it important to help when someone asks for help? Comprehension: with prompting, retell familiar stories including key details Optional texts: <u>The Little Red Hen</u> by Janet Stevens and Susan Steven Crummel; <u>Help Yourself Little Red Hen</u> by Alvin Granowsky; <u>The Little Red Hen</u> by Byron Barton; <u>The Little Red Hen</u> by Margot Zemach; <u>The Little Red Hen</u> by Jerry Pinkney; <u>Armadillo Chili</u> by Helen Ketteman NEC Story Retelling: 14. The Little Red Hen		Strive-For-Five Conversation Framework		
26	Heggerly W25: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson I s blends	*The Little Red Hen Vocabulary Lesson: plant, harvest, grind, bake	Close Reading text: <u>The Little Red Hen</u> by Paul Galdone Big Idea/Theme: Hard work and responsibility lead to rewards. Think & Talk: What job does the Little Red Hen ask the other animals to help with first? What do they say? How many times do the other animals refuse to help the hen? Why is this important to the story? What steps does the Little Red Hen take to make the bread? Why does the Little Red Hen decide to eat the bread herself at the end? What lesson do you think the other animals learned from the Little Red Hen? Why is it important to help when someone asks for help? Comprehension: with prompting, retell familiar stories including key details Optional texts: <u>The Little Red Hen</u> by Janet Stevens and Susan Steven Crummel; <u>Help Yourself Little Red Hen</u> by Alvin Granowsky; <u>The Little Red Hen</u> by Byron Barton; <u>The Little Red Hen</u> by Margot Zemach; <u>The Little Red Hen</u> by Jerry Pinkney; <u>Armadillo Chili</u> by Helen Ketteman NEC Story Retelling: 14. The Little Red Hen	Handwriting Without Tears: first and last name; magic c, diver, line, slant, and tricky letters CODE Dictation Sentences: I-1: The ram has a yam! I-2: Pam got the jam. Use finger spaces between words. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I"; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation) Spelling: Use beginning and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Apology & Forgiveness Tool pp. 110-116; Second Step Lesson 14: Kindness at School Essential Question: How do good leaders and community members help others? Big ideas, skills, & key concepts: Good leaders are fair and respectful. Hard work and responsibility lead to success. Courage and teamwork help solve problems. Helping others strengthens communities. Vocabulary: leader, fair, selfish, respect, harvest, bake, courage, clever, teamwork	Severe Weather L1: How Can You Get Ready for a Big Storm? Focus: Severe weather & preparation
			NEC Oral Language Development: Farm Unit			Strive-For-Five Conversation Framework		

Quarter 3: *Kindergarten* English Language Arts & Social Studies

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Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 3: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
Curricular Resources & Materials	Heggerly Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	Martin's Big Words by Doreen Rappaport and Bryan Collier; Ron's Big Mission by Rose Blue; Who was Martin Luther King, Jr. by Lisbeth Kaiser Tacky the Penguin by Helen Lester ; Penguins by Gail Gibbons 100th Day Worries by Margery Cuyler; Miss Kindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate I Love You and Cheese Pizza by Brenda Li ; There was an Old Woman Who Swallowed a Rose by Lucille Colandro Tackylocks and the Three Bears by Helen Lester ; Goldilocks and the Three Bears by James Marshall The Three Little Pigs by James Marshall ; Yertle the Turtle by Dr. Seuss The Little Red Hen by Paul Galdone ; The Three Billy Goats Gruff by Paul Galdone; The Three Billy Goats Fluff by Rachel Mortimer	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework	Toolbox Manual; Tools poster; individual tool cards secondstep.org pbslearningmedia.org kidcitizen.net	Mystery Science

CURRICULUM MAP AND PACING GUIDE

Board Approved:	August 2026
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							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
	Essential Questions: How do words sound when we say them slowly or quickly? How can we take words apart and put them back together using sounds? What happens when we change a sound in a word? How do sounds help us understand and make new words?	Essential Questions: How do letters help us read and write words? What sounds do letters make, and how do we use them to read? How can we figure out a word we don't know? How do patterns in words help us become better readers?	Essential Questions: What do words mean, and how do we learn new ones? How can we use new words when we talk and write? How do pictures, stories, and experiences help us understand words? Why is it important to learn many different words?	Essential Questions: How do we know what a story is about? What can we do to understand and remember what we read? How do pictures and words work together to tell a story? How can we share our thinking about a book?	Essential Questions: How do we use letters and words to share our ideas? How can we make our writing easy for others to read? Why do sentences need spaces, capitals and punctuation? How can we use what we know about sounds to spell words?	Essential Questions: How do we share our ideas so others can understand us? What does it look and sound like to be a good listener? How can we take turns and respond to others in conversations? Why is it important to listen and speak respectfully?		
28	Heggerly W27: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson K	* The Very Hungry Caterpillar Vocabulary Lesson: caterpillar, hungry, cocoon, butterfly, change	Close Reading text: The Very Hungry Caterpillar by Eric Carle Big Idea/Theme: Living things grow and change over time. Turn & Talk: What did the caterpillar eat first? Why was the caterpillar so hungry? How did the caterpillar change throughout the story? What happened after the caterpillar built a cocoon? What does this story teach us about growing? Why do living things need food? What changes did you notice in the caterpillar? Have you ever watched something grow or change? Why is rest important for living things? How are people and caterpillars alike when they grow and change?	Writing: Expository Writing (facts about bugs/plants) Handwriting Without Tears: finger spacing; capitalization (proper nouns); punctuation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Patience Tool pp. 117-122; Second Step Lesson 16: We Can Say the Problem	Severe Weather L3: How Many Different Kinds of Weather Are There?
		r blends	NEC Oral Language Development: Butterfly* Unit	Interactive/predictive read aloud: The Very Impatient Caterpillar by Ross Burach	CODE Dictation Sentences: K-1: Jen has a plan. K-2: The dog did a flip. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Strive-For-Five Conversation Framework	Essential Question: How do living things grow and change over time? Big ideas, skills, & key concepts: growth and change; responsibility; caring for nature; observation of the world Vocabulary: life cycle, grow, change, survive, observe, nature, living things, seed, environment, responsibility	Focus: Weather conditions & preparations Severe Weather Performance Task: When Might We Go Fly Kites?
29	Heggerly W28: rhyme production, onset fluency, blending phonemes, isolating medial sounds, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson L	* A Color of His Own Vocabulary Lesson: change, lonely, belong, friendship, unique	Close Reading text: A Color of His Own by Leo Lionni Big Idea/Theme: Good friends help us feel happy and accepted just the way we are. Turn & Talk: Why was the chameleon unhappy at the beginning of the story? What made the chameleon different from the other animals? Why did the chameleon want a color of his own? How did the chameleon feel when he found another chameleon? What changed at the end of the story? What does this story teach us about friendship? Why is it okay to be different? Have you ever wanted to fit in with others? What makes a good friend? How can friends help each other feel included and happy?		Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Toolbox: Courage Tool pp. 123-127; Second Step Lesson 17: Ready to Solve Problems	Sunlight & Warmth Anchor Phenomenon: Solar Sizzle
		sh	NEC Oral Language Development: Courage* Unit	Interactive/predictive read aloud: Swimmy by Leo Lionni	CODE Dictation Sentences: L-1: Did you trip? L-2: Do not drag the bat. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Strive-For-Five Conversation Framework	Essential Question: How do friendships help people feel accepted and included? Big ideas, skills, & key concepts: identity, friendship, belonging, community Vocabulary: friendship, belong, community, respect, fairness, unique, kindness, cooperation, citizen, inclusion	Focus: Sunlight, heat, & Earth's surface Sunlight & Warmth L1: How could you walk barefeet across hot pavement without burning your feet?



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
30	Heggerly W29: rhyme recognition, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting initial phonemes, letter naming, language awareness	Code Lesson M ch	*What Will the Weather Be? <u>Vocabulary Lesson:</u> weather, forecast, observe, cloudy, temperature NEC Oral Language Development: Weather Unit was	Close Reading text: <u>What Will the Weather Be?</u> by Lynda DeWitt Big Idea/Theme: Weather changes every day, and people observe weather to help them prepare and stay safe. Turn & Talk: What kinds of weather did you see in the story? How can weather change from one day to another? Why is it important to know what the weather will be? What do people wear when it is rainy or snowy? How does weather affect what we do outside? What tools do people use to observe weather? What is your favorite kind of weather? Why? How can weather help us decide what to wear? Have you ever seen a big weather change in one day? What does this story teach us about observing the world around us? Interactive/predictive read aloud: <u>Oh Say Can You Say What's the Weather Today?</u> by Tish Rabe	CODE Dictation Sentences: M-1: The fish swam in the dish. M-2: Did you shut the shed? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message <u>Strive-For-Five Conversation Framework</u>	Essential Question: How does weather affect people and communities? Big Ideas, skills, & key concepts: weather and seasons, safety and preparedness, environment, community helpers Vocabulary: weather, forecast, season, storm, warning, shelter, observe, safety, community, prepare	Sunlight & Warmth L2: How would you warm up a frozen playground? Focus: Sunlight, warming, and engineering Sunlight & Warmth L3: Why does it get cold in winter? Focus: Sunlight and warmth
31	Heggerly W30: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson N th	*The Cloud Book Vocabulary Lesson: cloud, sky, forecast, observe, storm NEC Oral Language Development: Bird Unit	Close Reading text: <u>The Cloud Book</u> by Tomie DePaola Big Idea/Theme: Observing nature helps us learn about weather and the world around us. Turn & Talk: What kinds of clouds did you learn about in the book? How can clouds help us know what weather is coming? Why is it important to observe the sky? Which cloud shape or type was your favorite? Why? What do clouds sometimes look like to you? How does weather change what people do each day? Have you ever watched clouds in the sky? What did you notice? Why do scientists observe weather? What can we learn from nature? What does this story teach us about paying attention to the world around us? Interactive/predictive read aloud: <u>It Looked Like Spilt Milk</u> by Charles Green Shaw	CODE Dictation Sentences: N-1: Chad did chop the log. N-2: Did Josh hit his chin? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message <u>Strive-For-Five Conversation Framework</u>	Essential Question: How does weather affect people and communities? Big Ideas, skills, & key concepts: weather and seasons, safety and preparedness, environment, community helpers Vocabulary: weather, forecast, season, storm, warning, shelter, observe, safety, community, prepare	Sunlight & Warmth Performance Task: Can you use the sun to cook food? Focus: Sunlight, heat, & Earth's surface
32	Heggerly W31: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding phonemes, deleting phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson O end blends	*Storm is Coming Vocabulary Lesson: storm, warning, prepare, thunder, shelter NEC Oral Language Development: Dog Unit	Close Reading text: <u>Storm is Coming!</u> by Heather Tekavec Big Idea/Theme: Paying attention to nature and listening to warnings can help keep us safe. Turn & Talk: Why did Dog think a storm was coming? Did the other animals believe Dog at first? What clues in nature showed that the storm was coming? How did the animals feel when the storm arrived? Why is it important to listen to warnings? What should people do when a storm is coming? Have you ever been in a storm? What happened? How can weather change quickly? What does this story teach us about being prepared? Why is observing nature important? Interactive/predictive read aloud: <u>Cloudy With a Chance of Meatballs</u> by Judi Barrett	CODE Dictation Sentences: O-1: Dan is a thin man. O-2: Rich can shop with them. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message <u>Strive-For-Five Conversation Framework</u>	Second Step Lesson 18: Apologizing Can Help Essential Question: How does weather affect people and communities? Big Ideas, skills, & key concepts: weather and seasons, safety and preparedness, environment, community helpers Vocabulary: weather, forecast, season, storm, warning, shelter, observe, safety, community, prepare	Plant Needs Anchor Phenomenon: Powerful Plants Focus: Living and Nonliving



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
33	Heggerly W32: rhyme production, onset fluency, blending phonemes, phoneme location, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting final phonemes, letter naming, language awareness	Code Lesson P	* Planting a Rainbow Vocabulary Lesson : plant, garden, see, bloom, rainbow	Close Reading text: Planting a Rainbow by Lois Ehlert Big Idea/Theme: Plants grow and change over time when people care for them. Turn & Talk: What did the family plant in the garden? What do plants need to grow? Why did the garden change over time? What colors did you notice in the flowers? Why is it important to take care of plants? What happens first when planting a garden? Have you ever planted something? What happened? Why do gardens need patience and care? How do flowers make places more beautiful? What does this story teach us about growing things?	Handwriting Without Tears: capitalization (names, word I, first word in a sentence); spacing; punctuation	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 19: Taking Turns and Sharing	Plant Needs L1: Are Plants Alive?
			NEC Oral Language Development: Sun/Sunlight* Unit	Interactive/predictive read aloud: How a Seed Grows by Helene J. Jordan	District Writing Benchmark EOY: Write about your favorite day this year. Tell what happened. CODE Dictation Sentences: P-1: The tent did bend in the wind. P-2: Can you help me golf? Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Strive-For-Five Conversation Framework	Essential Question: Why is it important to care for plants and work together? Big Ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Focus: Living and Nonliving
34	Heggerly W33: rhyme production, onset fluency, blending phonemes, phonemic location, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting vowels, letter naming, language awareness	Code Lesson Q	* The Tiny Seed Vocabulary Lesson : seed, travel, sprout, survive, grow	Close Reading text: The Tiny Seed by Eric Carle Big Idea/Theme: Growth takes time, patience, and perseverance. Turn & Talk: What happened to the tiny seed at the beginning of the story? What challenges did the tiny seed face? Why didn't all the seeds grow? How did the tiny seed change over time? What helped the tiny seed grow into a flower? Why is patience important when growing plants? What does this story teach us about never giving up? Have you ever watched something grow? What did you notice? Why are seeds important? How are people and plants alike when they grow and change?		Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message	Second Step Lesson 20: Performance Task We Can Solve Problems	Plant Needs L2: How do plants and trees grow?
			NEC Oral Language Development: Flower Life Cycle* Unit	Interactive/predictive read aloud: Don't Touch that Flower! by Alice Hemming	CODE Dictation Sentences: Q-1: I left my ax at the pond. Q-2: The moth can rest on the shelf. Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Strive-For-Five Conversation Framework	Essential Question: Why is it important to care for plants and work together? Big Ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Focus: plant needs; water & light Plant Needs L3: Why would you want an old log in your backyard? Focus: human impacts on the environment



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
35	Heggerly W34: rhyming, onset fluency, blending phonemes, isolating final sounds, segmenting phonemes, adding final phonemes, deleting final phonemes, substituting vowels, letter naming	Code Lesson R	*Tops and Bottoms Vocabulary Lesson: harvest, clever, crops, bargain, teamwork NEC Oral Language Development: Ant Unit	Close Reading text: <u>Tops and Bottoms</u> by Janet Stevens Big Idea/Theme: Hard work, smart thinking, and planning can help solve problems and lead to success. Turn & Talk: Why did Hare need to grow food? Why didn't Bear want to do the work? How did Hare trick Bear? What happened when Bear chose the tops? What happened when Bear chose the bottoms? Was Hare clever? Why? What lesson did Bear learn? Why is hard work important? Have you ever solved a problem by thinking carefully? What does this story teach us about responsibility and teamwork? Interactive/predictive read aloud: <u>Hey Little Ant</u> by Phillip & Hannah Hoose	CODE Dictation Sentences: R-1: Josh got his mom a gift. R-2: Do not slip on the wet raft! Use finger spaces between words. Writes dictated sentence in order. Grammar: Capitalize first letter of first name, first letter of last name, and the word "I" and the beginning of a sentence; recognize capital letter with proper nouns; identify when to use end punctuation (period, question mark, exclamation); use periods correctly Spelling: Use beginning, middle, and ending sounds correctly	Morning meeting routine: greeting circle, share & listen (Q & A), group activity, daily message <u>Strive-For-Five Conversation Framework</u>	Essential Question: Why is it important to care for plants and work together? Big ideas, skills, & key concepts: agriculture, teamwork, human needs, environment care Vocabulary: garden, crops, harvest, teamwork, farmer, plant, environment, resource, cooperation	Plant Needs Performance Task: How can we clear a bunch of kudzu? Focus: human impacts on the environment
36	EOY Assessments and Activities							
I can...	hear and make rhyming words. hear sounds in words. blend sounds to make words. break words into sounds. change sounds to make new words, name letters and match uppercase and lowercase letters.	differentiate between a letter and a word, recognize spoken words are represented in print with letter sequences, delete and substitute beginning, middle, and ending sounds in words. identify consonants and vowels. sort words with long and short vowel sounds with common spellings (ai, ee, oa) define unknown words through grade-level reading, use phonetic spelling.	read common non-phonetic words and CVC, CCVC words. read and spell words with digraphs (sh, ch, th). read CVC words fluently. use content words and phrases. use words and phrases from literature. define unknown words through grade-level reading, use phonetic spelling.	find evidence in text. use return sweep to track two lines of text. read emergent/decodable reader text. compare and contrast two texts.	understand words are separated by spaces. identify, define, and use end punctuation. read and spell words with digraphs (sh, ch, th). draw, dictate, and write a story including who/what with a beginning, middle, and end (clear conclusion). build writing stamina. capitalize first and last name. capitalize first word in a sentence, pronoun "I". share writing with peers. use digital media to publish. use correct sentence structure. write words from left to right, top to bottom. add details as prompted.	stay on topic when speaking. listen and follow three-step directions. speak with correct sentence structure. explain how living things grow and change. identify what plants and animals need to survive. explain how weather affects people and communities. identify ways to stay safe during different types of weather. show kindness, empathy, and respect. explain how people work together to solve problems. care for plants, animals, and the environment. identify ways to be a good citizen. explain how my choices affect others. contribute positively to my classroom, school, and community.	describe how living things grow and change. identify what plants and animals need to survive. explain how weather affects people and communities. identify ways to stay safe during different types of weather. show kindness, empathy, and respect. explain how people work together to solve problems. care for plants, animals, and the environment. identify ways to be a good citizen. explain how my choices affect others. contribute positively to my classroom, school, and community.	identify different kinds of weather and explain how they affect people. describe ways to stay safe during severe weather. explain that the Sun provides light and warmth. investigate how sunlight changes the temperature of objects. explain what plants need to grow and survive. identify living and nonliving things. describe ways people can care for plants and the environment. observe changes in nature and record what I notice. ask questions, make predictions, and test my ideas like a scientist. solve simple problems by planning, building, and improving my ideas.
Standards	CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.B CC.1.1.K.C CC.1.1.K.D CC.1.1.K.E	CC.1.1.K.D CC.1.2.K.F CC.1.2.K.J CC.1.2.K.K CC.1.3.K.F CC.1.3.K.I CC.1.3.K.J	CC.1.2.K.A CC.1.2.K.B CC.1.2.K.C CC.1.2.K.E CC.1.2.K.G CC.1.2.K.I CC.1.2.K.L CC.1.3.K.A CC.1.3.K.B CC.1.3.K.C CC.1.3.K.D CC.1.3.K.E CC.1.3.K.G CC.1.3.K.H	CC.1.4.K.A CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.F CC.1.4.K.G CC.1.4.K.J CC.1.4.K.L CC.1.4.K.M CC.1.4.K.N CC.1.4.K.O CC.1.4.K.R CC.1.4.K.T	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C CC.1.5.K.D CC.1.5.K.E CC.1.5.K.G	5.1.K.A (C & G) 5.2.K.B (C & G) 7.1.K.A (G) 8.2.K.A (H) 7.2.K.A (G) 7.1.K.B (G) 6.1.K.A (E) 6.2.K.A (E)	3.2.K.C (Physical) 3.2.K.D (Physical) 3.1.K.A (Life) 3.3.K.E (Earth & Space)



Girard School District

CURRICULUM MAP AND PACING GUIDE

Quarter 4: *Kindergarten* English Language Arts & Social Studies

							Board Approved:	August 2026
Week	Phonemic Awareness	Phonics	RED Words & Vocabulary	Reading (Language & Comprehension)	Writing & Grammar Encoding: Spelling/Dictation	Speaking & Listening	Social Studies	Science
Curricular Resources & Materials	Heggerty Manual (K-blue) Neuhaus Reading Readiness Manual	Alphafriends Magnetic Letter Tiles Alphabet Arc Neuhaus Reading Readiness Manual - Letter Recognition AlphaTales books	Accessing the Code (K-materials); card pack Neuhaus Reading Readiness Skills Manual (Oral Language) *District-created; use hyperlink to access	The Very Hungry Caterpillar by Eric Carle; The Very Impatient Caterpillar by Ross Burach; A Color of His Own and Swimmy by Leo Lionni What Will the Weather Be by Lynda DeWitt; Oh Say Can You Say What's the Weather Today? by Tish Rabe The Cloud Book by Tomie DePaola; It Looked Like Spilt Milk by Charles Green Shaw Storm Is Coming! by Heather Tekavec; Cloudy With a Chance of Meatballs by Judy Barrett Planting a Rainbow by Lois Ehlert; How a Seed Grows by Helene J. Jordan The Tiny Seed by Eric Carle; Don't Touch that Flower! by Alice Hemming Tops and Bottoms by Janet Stevens; Hey, Little Ant by Philip & Hannah Hoose	Handwriting without Tears manual Handwriting without Tears wooden pieces/mats Handwriting without Tears consumables Whiteboards/markers	Neuhaus Reading Readiness Skills Manual (Oral Language) Strive-For-Five Conversation Framework	Toolbox Manual; Tools poster; individual tool cards secondstep.org pbslearningmedia.org kidcitizen.net	Mystery Science