

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

Kindergarten

Unit of Study: Reading - Foundational Skill; Writing - Letter Formation, Free Writing, Captions

Pacing: 90 days

Overarching Common Core State Standards:

- **CC.K.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.K.R.F.1.a: Follow words from left to right, top to bottom and page by page.
- CC.K.R.F.1.b: Recognize that spoken words are represented in written language by specific sequences of letter.
- CC.K.R.F.1.c: Understand that words are separated by spaces in print.
- CC.K.R.F.1.d: Recognize and name all upper- and lowercase letters of the alphabet.
- **CC.K.R.F.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
- CC.K.R.F.2.a: Recognize and produce rhyming words.
- CC.K.R.F.2.b: Count, pronounce, blend and segment syllables in spoken words.
- CC.K.R.F.2.c: Blend and segment onsets and rimes of single-syllable spoken words.
- CC.K.R.F.2.d: Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme (CVC) words (excluding CVC words that end in /l/, /r/ or /x/).
- CC.K.R.F.2.e: Add or substitute individual sounds in simple, one-syllable words to make new words.
- **CC.K.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.K.R.F.3.a: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- CC.K.R.F.3.b: Associate the long and short sounds with the common spellings for the five major vowels.
- CC.K.R.F.3.c: Read common high-frequency words by sight.
- CC.K.R.F.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **CC.K.R.F.4: Read emergent-reader texts with purpose and understanding.**

NOTE: Applicable standards from Speaking & Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- PK.R.1: Demonstrate book awareness (e.g., hold book upright, turn pages from front of the book to the back, scan pages from top to bottom and left to right)..

- PK.R.3: Recognize familiar printed words
- PK.R.4: Recognize print conveys meaning.
- PK.R.6: Identify spoken words that rhyme
- PK.R.7: Orally produce rhyming words.
- PK.R.8: Segment and blend initial sounds.
- PK.R.12: Identify both upper- and lowercase letters of the alphabet.
- PK.R.13: Recognize familiar letter-sound correspondences.
- PK.R.14: Recognize high-frequency words in isolation (see Kindergarten High Frequency Word List).
- K.R.1: Recognize words are separated by spaces.
- K.R.2: Recognize sentences are made of separate words
- K.R.3: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels, storybooks.
- K.R.4: Distinguish letters from words.
- K.R.5: Identify parts of books, e.g., spine, cover, pages, title, front, back.
- K.R.6: Emergently “read” familiar books, i.e. recognize pictures and print tell a story.
- K.R.7: Track printed words from left to right, demonstrating one-to-one correspondence.
- K.R.8: Produce rhyming words orally in response to spoken words.
- K.R.9: Blend onset and rime to form words.
- K.R.10: Identify spoken words with similar initial sounds.
- K.R.11: Identify spoken words with similar ending sounds.
- K.R.12: Produce groups of words orally that begin with the same initial sounds.
- K.R.13: Segment, isolate and pronounce initial, medial and final sounds of CVC words.
- K.R.15: Substitute initial phoneme sounds.
- K.R.16: Identify the number of syllables in words (up to three syllables).
- K.R.17: Demonstrate letter-sound correspondences for all single consonants.
- K.R.18: Identify letters matched to short vowel sounds.
- K.R.19: Use common consonant sounds with short vowels to decode three letter words.
- K.R.22: Read decodable texts to practice and gain fluency.
- 1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
- 1.R.7: Delete, add and substitute letter sounds in initial position to make different words.

Priority Standards:

CC.K.R.F.1: Demonstrate understanding of the organization and basic features of print.

CC.K.R.F.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

CC.K.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.K.R.F.4: Read emergent-reader texts with purpose and understanding.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Organization and basic features of text	Demonstrate understanding	Remembering
Spoken words, syllables and sounds (phonemes)		Remembering
Grade-level phonics and word analysis skills	Know and apply	Remembering
Emergent level text	Read with purpose and understanding	Understanding

Essential Questions	Big Ideas
What do readers and writers know about words?	Readers and writers understand that words are made out of letters and sounds.
What is the purpose of narrative text?	The purpose of narrative text is to entertain readers.
How does a narrative text entertain?	Narrative text tells a story about characters doing something in a specific place.
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does an expository text inform or educate the reader?	Expository text gives factual information about a specific topic through words, illustrations and photographs.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

Kindergarten

Unit of Study: Reading - Engaging with Fiction/Narrative; Writing – Narrative (descriptive)

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.K.R.L.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.L.2: With prompting and support, retell familiar stories, including key details.**
- **CC.K.R.L.3: With prompting and support, identify characters, settings, and major events in a story.**
- CC.K.R.L.4: Ask and answer questions about unknown words in a text.
- CC.K.R.L.5: Recognize common types of texts (e.g., storybooks, poems).
- CC.K.R.L.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- CC.K.R.L.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **CC.K.R.L.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- CC.K.R.L.10: Actively engage in group reading activities with purpose and understanding.
- **CC.K.W.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**
- CC.K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- CC.K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

NOTE: Applicable standards from Speaking & Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- CT.PK.R.26: Answer who, what, when, where and how questions about the characters, setting, plot, theme, conflict and point of view in a story.
- CT.PK.R.28: Identify the characters in a story.
- CT.PK.R.30: Recognize there are different text structures.
- CT.PK.W.9: Write and discuss “stories,” using at least pictures and letter-like approximations.

- CT.K.R.3: Identify types of everyday print materials.
- CT.K.R.6: Emergently “read” familiar books (i.e., recognize print and pictures tell the story).
- **CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.**
- CT.K.R.27: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.
- CT.K.R.29: Ask questions when things do not make sense.
- CT.K.R.34: Answer literal and easy inferential questions about texts read aloud.
- CT.K.R.35: Retell information from a story, using proper sequence.
- CT.K.R.36: Identify the setting, theme, conflict and important events of the plot in a story.
- CT.K.R.39: Identify the specific purpose of a text.
- CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
- CT.1.R.45: Identify whether a text is fiction or nonfiction.
- **CT.1.R.47: Make text-to-self and text-to-text connections.**
- CT.K.W.13: Talk about writing with teacher.
- CT.K.W.14: Publish and present final products in a variety of ways.
- CT.K.W.16: Draw and write in journals about the day’s events.
- CT.K.W.17: Draw and write a story with a character and a problem.

Priority Standards:

- **CC.K.R.L.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.L.2: With prompting and support, retell familiar stories, including key details.**
- **CC.K.R.L.3: With prompting and support, identify characters, settings, and major events in a story.**
- **CC.K.R.L.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**
- **CC.K.W.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**
- **CT.1.R.47: Make text-to-self and text-to-text connections.**

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer questions (w/prompting and support)	Remembering
Familiar stories with key details	Retell (w/prompting and support)	Remembering
Characters, settings and major events in a story	Identify (w/prompting and support)	Understanding
Adventures and experiences of characters	Compare and contrast (w/prompting and support)	Analyzing
A single event or several loosely linked events	Draw, dictate and write to narrate	Creating
Story events	Tell in sequence with reaction	Remembering/Understanding
Text-to-self and text-to-text connections	Make connections	Analyzing

Essential Questions	Big Ideas
Why do readers read narratives?	Narratives are entertaining to readers.
How does a narrative entertain?	A narrative text entertains by telling a story about characters doing something in a specific place.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

Kindergarten Grade

Unit of Study: Reading - Engaging with Non-Fiction/Expository; Writing – Expository/Opinion

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.K.R.I.1:** With prompting and support, ask and answer questions about key details in a text.
- **CC.K.R.I.2:** With prompting and support identify the main topic and retell key details of a text.
- **CC.K.R.I.3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- **CC.K.R.I.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **CC.K.R.I.5:** Identify the front cover, back cover and title page of a book.
- **CC.K.R.I.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **CC.K.R.I.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear.
- **CC.K.R.I.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **CC.K.R.I.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).
- **CC.K.R.I.10:** Actively engage in group reading activities with purpose and understanding.
- **CC.K.W.1:** Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- **CC.K.W.2:** Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CC.K.W.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **CC.K.W.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

NOTE: Applicable standards from Speaking & Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- **CT.PK.W.11:** Write, discuss or draw to explain why they like the book.

- CT.PK.R.26: Answer who, what, when, where and how questions about the characters, setting, plot, theme, conflict and point of view in a story.
- CT.K.R.5: Identify parts of a book (e.g., spine, cover, pages, title, front, back).
- CT.K.R.6: Emergently “read” familiar books (i.e., recognize print and pictures tell the story).
- **CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.**
- CT.K.R.27: Use pre-reading strategies, such as predicting, picture walks and questioning, to set context for reading and to aid in comprehension.
- CT.K.R.29: Ask questions when things do not make sense.
- CT.K.R.34: Answer literal and easy inferential questions about texts read aloud.
- CT.K.R.37: Identify the topic of a nonfiction text.
- **CT.1.R.47: Make text-to-self and text-to-text connections.**
- CT.1.R.1: Identify title page, table of contents, author and illustrator of books.
- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader’s mind.
- CT.K.W.12: Using feedback from adults and peers, revise by adding details to pictures or letters to words.
- CT.K.W.13: Talk about writing with teacher.
- CT.K.W.14: Publish and present final products in a variety of ways.
- CT.K.W.18: Dictate and write simple lists, labels, captions and informational sentences.
- CT.K.W.19: Dictate and write one idea for liking the book.

Priority Standards:

- **CC.K.R.I.1: With prompting and support, ask and answer questions about key details in a text.**
- **CC.K.R.I.2: With prompting and support identify the main topic and retell key details of a text.**
- **CC.K.R.I.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.**
- **CC.K.R.I.8: With prompting and support, identify the reasons an author gives to support points in a text.**
- **CC.K.R.I.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).**
- **CC.K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.**
- **CC.K.W.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**
- **CT.K.R.25: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.**
- **CT.1.R.47: Make text-to-self and text-to-text connections.**

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Key details in a text	Ask and answer questions (w/prompting and support)	Remembering
Main idea	Identify (w/prompting and support)	Understanding
Key details in a text	Retell (w/prompting and support)	Remembering
Connection between individuals, events, ideas or pieces of information	Describe (w/prompting and support)	Remembering
Reasons to support points in a text	Identify (w/prompting and support)	Understanding
Basic similarities in and differences between two texts on the same topic.	Identify (w/prompting and support)	Understanding
Opinion pieces	Compose (using drawing, dictating and writing)	Creating
Informative/explanatory texts	Compose (using drawing, dictating and writing)	Creating
Meanings of unknown words	Confirm (using prior knowledge, context, photos, illustrations and diagrams)	Understanding
Text-to-text and text-to-self connections	Make connections	Analyzing

Essential Questions	Big Ideas
Why do readers read expository text?	Expository text informs or educates the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through words, illustrations and photographs.

Summative Unit Assessments – Kindergarten

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1 – Foundational Skills—Letter Formation, Free Writing, Captions	1 - Foundational Skills—Letter Formation, Free Writing, Captions	Performance	<ol style="list-style-type: none"> 1. Determine through oral directive child’s familiarity with parts of a book, sequencing and reading from top to bottom, left to right on a page. 2. Determine through demonstration by child if he/she has voice match to printed word, using a sentence or two from his independent reading level. 3. Student will show knowledge of uppercase and lowercase letters by matching one to the other and by naming the letters. 4. Student will read introduced sight words with ease and accuracy from a worksheet orally to assessor. 5. Student will apply introduced decoding rules to unlock new words given on a worksheet. Student will read orally to assessor. 6. DRA2 assessment will be administered based on district assessment calendar to determine student’s independent reading level. 	√- measure growth	
2 – Engaging with Fiction/Narrative	2 – Writing Fiction/Narrative	Performance	<ol style="list-style-type: none"> 1. Student will write or draw important events of a story in sequence. 2. Student will react to a story using a personal connection to the text or a connection to another text. 		√
3 – Engaging with Non-Fiction/Expository	3 – Writing Non-Fiction/Expository	Performance	<ol style="list-style-type: none"> 1. Student will write or draw the most important information about a specific topic. 2. Student will react to text by stating the most interesting thing he/she learned and give a valid reason for his choice. 		√