

The following CCSS’s are embedded throughout the year, and are present in all units applicable:

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

| Unit/ Essential Question | CCSS | Learning Target | Resources/ Mentor Texts | Assessment |
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| Unit 1 | <p><u>CCSS.ELA-Literacy.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>CCSS.ELA-Literacy.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.</p> <p><u>CCSS.ELA-Literacy.RI.K.5</u> Identify the</p> | <p>I can build good reading habits and follow routines and procedures of a Readers’ workshop</p> <p>I can point out basic concepts of print.</p> <p>I can show the front, back and</p> | <p>-Phonemic Awareness training by Haggerty -Making Meaning -Literacy Binder -Reading Workshop Units of Study from Oakland</p> | <p>-Fountas and Pinnell letters and sound and rhyming assessment -Discovery Education Testing</p> |

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| <p>Unit 2</p> | <p>front cover, back cover, and title page of a book.</p> <p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.</p> <p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with</p> | <p>title page of a book.</p> <p>I can follow words left to right and top to bottom.</p> <p>I can recognize letters put together as words.</p> <p>I can separate words with spaces.</p> <p>I can name all upper and lower case letters.</p> <p>I can produce the sounds each letter makes.</p> <p>I can produce the primary sound of each consonant.</p> <p>I can identify rhyming words and generate new rhymes.</p> <p>I can build good reading habits and follow routines and</p> | <p>-Phonemic Awareness training by Haggerty</p> | <p>Fountas and Pinnell letters, sound and</p> |
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| <p>Unit 3</p> | <p>purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> | <p>procedures of a Readers' workshop</p> <p>I can hear and count syllables and sounds in words.</p> <p>I can blend and segment beginning phonemes in words.</p> <p>I can ask questions about the details in a text.</p> <p>I can retell a story, including the beginning, middle and end.</p> <p>I can identify characters, setting and major events in a story.</p> <p>I can name different types of text.</p> <p>I can sound out CVC words.</p> | <p>-Making Meaning -Literacy Binder -Reading Workshop Units of Study from Oakland</p> <p>-Phonemic Awareness training by Haggerty -Making Meaning -Literacy Binder -Reading Workshop Units of Study from Oakland</p> | <p>rhyiming assessment</p> <p>-Discovery Education Testing -Fountas and Pinnell Reading Inventory -Fountas and Pinnell phonemic awareness test.</p> |
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| Unit 4 | <p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>I can read high-frequency words.</p> <p>I can read pattern books.</p> <p>I can sound out words using what I know about sounds.</p> <p>I can make text to self, text to text connections.</p> | <p>-Phonemic Awareness training by Haggerty -Making Meaning -Literacy Binder -Reading Workshop Units of Study from Oakland</p> | <p>High frequency word assessment.</p> |
| Unit 5 | <p>CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions</p> | <p>I can read words by changing the first letter in the word.</p> <p>I can read words with short and long vowels.</p> <p>I can compare and contrast two texts on the same topic.</p> <p>I can ask questions when I don't know a word in a text.</p> | <p>-Making Meaning -Literacy Binder -Reading Workshop Units of Study from Oakland</p> | |

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| <p>Unit 6</p> | <p>about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story..</p> <p>CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration</p> | <p>I can identify a word by looking at all of the sounds.</p> <p>I can understand why an author writes certain information about a topic.</p> <p>I can name the author and illustrator and tell what each one does.</p> <p>I can show how the illustrations match the words in the story.</p> <p>I can compare and contrast characters.</p> <p>I can retell a story using main idea and key details.</p> <p>I can describe how the illustrations and words in a text are connected.</p> | <p>-Literacy Binder -Reading Workshop Units of Study from Oakland</p> | |
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| | <p>depicts).</p> <p><u>CCSS.ELA-Literacy.RL.K.4</u> Ask and answer questions about unknown words in a text</p> <p><u>CCSS.ELA-Literacy.RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> | <p>I can ask questions when I don't know a word in a text.</p> <p>I can name the author and illustrator and tell what each one does.</p> | | |
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