

LCCS Kindergarten ELA [Curriculum Overview](#)

Month	Reading Unit	Writing Unit
September-October	Unit 1: Routines and Foundational Skills - Literacy Centers	Unit 1: Routines and Foundational Skills - Literacy Centers
October-December	Unit 2: The World of Eric Carle	Unit 2: Opinion Writing/Writing for Many Purposes
January-March	Unit 3: Narrative	Unit 3: Small Moment Stories
March-May	Unit 4: Nonfiction Study	Unit 4: Informational Writing
June	Unit 5: Developing a Love for Reading	Unit 5: Developing a Love for Writing

Unit 1: Routines and Foundational Skills

In this unit, students are learning about classroom and center routines.

- Students will engage in classroom routines and expectations to create a safe and welcoming classroom.
- Students will properly handle and care for books through independent and partner reading.
- Students will select a “just right” book and read it three ways (words, pictures, retell).
- Students will decode unfamiliar words using “lips the fish,” “eagle eye,” and “stretchy snake” reading strategies.
- Students will use initial letters and knowledge of letter/sound relationships to identify and produce the spelling/writing of names in the class through center-based activities.

Focus

- Classroom Routines & Expectations - Shared norms & Community Building
- Name Study - Reading and Writing my name and my friend’s names
- First 25 Days of Reading Centers - Read to self, read to someone, and building to full centers
- Taking care of books, choosing just-right books, good reader habits, the joy of reading every day
- What does a good writer look like, how do writers create stories, shared writing/composing stories, publishing, writing, retelling
- **FUNDations Orientation Unit** - Introducing Echo & Routines
 - Letters: Orientation - t; Unit 1 Begins - b,f
- **Word Work Studies**
 - -at, -an
- **Introduce Sight Words** - 12 new words
 - a, the, I; like, we, to; see, my, can; and, is, it

Timeline:

30 Days (September to October)

Unit 2: Narratives & Small Moment Stories

In this unit, students will study the author, Eric Carle, write for many purposes, and create an opinion writing piece.

- Students will create a book on a specific topic based on patterns and rhyme learned from the Eric Carle author study.
- Students will create lists, labels, stories, invitations, signs, cards, etc.
- Students will explore what information can be gained from invitation, signs, and cards.
- Students will make predictions, ask questions, stretch out sounds in words we don't know, and retell simple story books.
- Students will follow the Eric Carle paint paper method to create a collage illustration.

Focus

- Story elements, figuring out unknown words, how authors help us understand characters, how authors use descriptive language, retelling, collage illustrations, we can be authors and illustrations like Eric Carle
- Opinion-based writing prompts, book reviews, reviews based on opinions, opinion books
- **FUNdations Unit 1** - Letter-keyword-sound for consonants, letter-keyword-sound for short vowels, letter formation for lowercase letters (a-z), sound recognition: consonants and short vowels, print and word awareness, rhyming, phonemic awareness: initial and final sounds, story retelling, beginning composition skills, fluency/phrasing with echo and choral reading.
 - Letters: n,m, i,u; c,o; a, g; d, s; e, r
- **Word Work Studies**
 - -ad, -am, -it, -og, -in, -et
- **Introduce Sight Words** - 18 new words
 - me, look, at; she, he, will; up, in, go; be, do, am; you, said, are; play, come, all

Timeline:

30 Days (October to December)

Unit 3: The World of Eric Carle & Opinion Writing/Writing for Many Purposes

In this unit, students are learning about narrative stories and how to create a small moment story.

- Students will identify and describe the four elements (story plot) of a narrative story (character, setting, problem, solution).
- Students will create a small moment story using five steps in the writing process (prewriting, drafting, revising, editing, publishing).
- Students will make connections to a story, activate background knowledge, build vocabulary and concept knowledge, and make inferences.

Focus

- Story language and elements, story map, modeling a small moment story, composing a story with beginning, middle, and end, problem and solution, detailed illustrations, speech and thought bubbles, emotions, editing
- Small Moment Stories - choosing a topic, story planning, write and illustrate a personal narrative, review and edit, publish
- **FUNdations Unit 1** - Letter-keyword-sound for consonants, letter-keyword-sound for short vowels, letter formation for lowercase letters (a-z), sound recognition: consonants and short vowels, print and word awareness, rhyming, phonemic awareness: initial and final sounds,

story retelling, beginning composition skills, fluency/phrasing with echo and choral reading.

- Letters: p, j; l, h, k; v, w; y, x; z, qu - unit 1 test; Unit 2 Begins - CVC tapping

- **Word Work Studies**

- -en, -ot, -op, -ub, -un, -ug

- **Introduce Sight Words** - 12 new words

- this, on, get; they, with, went; that, was, for; now, so, did

Timeline:

30 Days (January to March)

Unit 4: Nonfiction Study & Informational Writing

In this unit, students will study nonfiction texts, explore the world of insects, and compile facts to create a nonfiction writing piece.

- Students will identify nonfiction text features.
- Students will distinguish nonfiction texts from fiction texts.
- Students will explore the world of insects and research one insect for a presentation, book project, and art project.
- Students will write a nonfiction book using five steps in the writing process (prewriting, drafting, revising, editing, publishing).
- Students will observe an anthill in the classroom and record observations in a science journal.
- Students will sort insects from noninsects.
- Students will self-monitor and self-correct while reading decodable/leveled texts.

Focus

- Learning information from books, learning information from nonfiction, how to read a nonfiction text, taking notes on nonfiction, self-monitoring and self-correcting, visualizing
- Insect Study - choosing a topic, research, write and illustrate a nonfiction book, revise and edit, publish
- **FUNdations Unit 2 to 3** - Phonemic Awareness Skills: blending, segmenting, and manipulation of sounds, blending and reading three-sound short vowels words, story prediction, alphabetic order, uppercase letter formation (map, sad, rat); blending, segmenting, and manipulation of sounds, blending sounds in nonsense CVC words, fluency and phrasing with Echo and choral reading, beginning composition skills, high fluency words (trick words)
- **Word Work Studies**
 - R controlled -or, -ar; R controlled -ir, -er; R controlled -ur; Long A Vowel - a_e, -ai, -ay; Long E Vowel - ee, ea; Long I Vowel - i_e, igh
- **Introduce Sight Words** - 12 new words
 - not, has, how; all, from, if; there, of, would; been, your, them

Timeline:

30 Days (March to May)

Unit 5: Developing a Love for Reading & Writing

In this unit, students will explore different genres and write story reflections.

- Students will identify and describe characters.
- Students will distinguish between fiction and nonfiction texts.
- Students will distinguish fantasy and reality.
- Students will reflect on the school year and write a friendly letter with advice to incoming kindergarten students.
- Students will create an end of year memory book.

Focus

- Learning information from books, choosing books based on just-right fit and interests, reflecting on school year and writing about shared experiences
- **FUNdations Unit 4 to 5** - Phoneme segmentation, concept of consonant digraph, keyword and sounds: wh, ch, sh, th, ck, decoding three-letter words with digraphs, spelling three-sounds with digraphs, spelling of -ck at end of words, narrative story form: character, setting, main events; Sentence structure, sentence dictation, narrative fiction vs. informational books
- **Word Work Studies**
 - Long O Vowel - o_e, oa; Long U Vowel - u_e, ui, ue; Digraphs - ch, sh; Digraphs - th, wh; Digraphs - ph; ck
- **Introduce Sight Words** - 6 new words
 - then, some, each; could, about, have

Timeline:

20 Days (May to June)