



English Language Arts Curriculum Map Kindergarten

Updated August 2024

District 109 Overview of Programming

Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

Middle School (6-8)

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence/agency. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Standards

[English Language Arts Standards](#)

In Kindergarten, instructional modules last approximately 4 weeks each.

Semester 1		
Module 1: Curious About Kindergarten		
Foundational Skills		
<p>Phonological & Phonemic Awareness: Alliteration; Rhyme; Matching Initial Sounds; Counting Syllables; Blending Onset & Rime; Isolating, Blending & Segmenting Phonemes</p> <p>Phonics: Letter Formation, Identification & Discrimination; Uppercase Letters with Lines - L, H, I, T, F, E, A, N, M, V, K, W; Uppercase Letters with Circles & Curves - X, Y, Z, O, Q, C, G, D, P, B, R, U, J, S; Consonants m & t; Short a</p> <p>Spelling: Words with short a</p> <p>Handwriting: Vertical, Horizontal & Slanted Lines - Manuscript: L, H, I, T, F, E, A, N, M, V, K, W, X, Y, Z; Circles and Curves - Manuscript - O, Q, C, G, D, P, B, R, U, J, S; Manuscript: m, M, t, T, a, A</p> <p>Concepts of Print: Book Orientation - Turning Pages; Book Parts - Cover, Title, Author, Illustrator</p>		
Reading	Writing: <i>Opinion Writing</i>	Grammar
<p>Speaking & Listening: Active Listening and Viewing Collaborative Discussion Social Communication: Introductions & Greetings Following Directions</p> <p>Vocabulary Development: Topic Words Academic Vocabulary Using Picture Clues</p> <p>Comprehension Strategies: Monitor Comprehension</p>	<p>Prewriting: Identify the role of an author Recognize how pictures & words convey ideas together Generate & record ideas for writing Identify an opinion & reasons that support it Identify the steps of the writing process Choose an idea for opinion writing Plan and organize an opinion and reasons</p> <p>Drafting: Develop an opinion pieces as a class Use complete sentences when discussing writing ideas Share opinions and reasons Develop a clearly stated topic</p>	<p>Parts of Speech (Nouns): Proper Nouns for People Common Nouns for People</p> <p>Parts of Speech (Verbs): Singular Present-Tense Verbs Plural Present-Tense Verbs</p>

<p>Genre Characteristics: <u>Fiction</u> - Story Elements: Characters, Setting, Events, Plot: Beginning, Middle End</p> <p><u>Poetry</u> - Rhyme and Rhythm</p> <p><u>Informational Text</u> - Identify Central Idea</p>	<p>Revising: Add details using words & pictures Share ideas for revision in complete sentences Identify singular present-tense verbs Identify plural present-tense verbs</p> <p>Editing: Distinguish between common and proper nouns for people Identify & correct errors in mechanics: Punctuation, Spelling Ensure correct use of verbs</p> <p>Publishing: Use legible handwriting and appropriate spacing Generate a title Create a book cover with the title, author & Illustrator Share writing with an audience</p>	
Core Texts		
<p><i>Keisha Ann Can!</i> - Daniel Kirk</p> <p><i>School Day!</i> - Jesus Cervantes</p> <p><i>A Squiggly Story</i> - Andrew Larsen and Mike Lowery</p> <p><i>One Happy Classroom</i> - Charnan Simon</p> <p><i>School Bus</i> - Donald Crews</p> <p><i>Kindergarten Kids: Riddles, Rebuses, Wiggles, Giggles, and More!</i> - Stephanie Calmenson</p> <p><i>Schools Around the World</i></p> <p><i>Annie, Bea, and Chi Chi Dolores: A School Day Alphabet</i> - Donna Mauer</p>		
Module 2: There's Only One Me!		
Foundational Skills		
<p>Phonological & Phonemic Awareness: Alliteration; Rhyme; Counting Syllables; Blending Words; Isolating, Blending, Segmenting Phonemes; Blending Onset & Rime; Deleting Words</p> <p>Phonics: Consonants: s /s/, b, n, d, p, c /k/; Short i</p> <p>Spelling: Words with s, b, n, d, p, c & short i</p> <p>Handwriting: Manuscript: s, S, b, B, n, N, d, D, i, l, p, P, c, C</p>		

Fluency: Accuracy and Self-Correction

Concepts of Print: Directionality: Left to Right, Top to Bottom; Concept of a Word; Concept of a Sentence; One-to-One Correspondence

Reading

Writing: *Narrative Writing*

Grammar

Speaking & Listening:

Listening and Viewing
Collaborative Discussion
Social Communication: Asking for Help, Expressing Needs & Wants
Following Directions

Vocabulary Development:

Topic Words
Academic Vocabulary
Synonyms & Antonyms

Comprehension Strategies:

Monitor Comprehension
Author & Illustrator Roles

Genre Characteristics:

Fiction - Story Elements: Characters, Setting, Events, Plot: Problem & Solution, Topic & Theme, Fables

Informational Text - Topic & Central Idea

Persuasive Text - Opinion & Reasons

Prewriting:

Identify and record the characters and setting
Discuss features of narrative writing in complete sentences
Generate & record ideas for a narrative
Plan for and organize the characters and setting

Drafting:

Sequence events in order
Collaboratively write a narrative as a class
Practice writing from left to right and top to bottom
Use knowledge of sound-letter relationships to spell words
Draw and write about a setting
Use adjectives for color & size
Draw a character and label character details
Use details about feelings

Revising:

Add details about characters and setting
Revise verbs/verb-tense
Add details using words & pictures to setting to clarify ideas

Editing:

Identify & correct errors in conventions of grammar:
Regular & irregular past-tense verbs;
Check for & add adjective for color & size
Identify & correct errors in mechanics: Punctuation; Spelling

Publishing:

Use legible handwriting and appropriate spacing
Generate a title and include author's name
Create a dedication page
Share writing with an audience

Parts of Speech (Verbs):

Present Tense Verbs with *-ed*
Irregular Past-Tense Verbs

Parts of Speech (Adjectives):

Adjectives for Color & Size

Core Texts

I am Rene the Boy: Soy Rene el Nino - Rene Colato Lainez

Being Different Rocks! - Judith Bauer Stamper

I Like Myself! - Karen Beaumont

ABC I Like Me! - Nancy Carlson

Snail & Worm Again: Three Stories About Two Friends - Tina Kugler

Pete the Cat: Too Cool for School - Kimberly and James Dean

Tiny Rabbit's Big Wish - Margarita Engle

My Friends - Taro Gomi

Module 3: My Community Heroes

Foundational Skills

Phonological & Phonemic Awareness: Rhyme; Blending Onset and Rime; Blending, Counting, Deleting, Segmenting Syllables; Isolating, Blending, Segmenting Phonemes

Phonics: Consonants r, f, g, h, j, l; Short o

Spelling: Word with r, f, g, h, j, l, and short o

Handwriting: Manuscript: r, R, f, F, o, O, p, P, c, C, g, G, h, H, j, J, l, L

Fluency: Accuracy and Self-Correction; Reading Rate and Automaticity; Expression; Phrasing & Intonation

Concepts of Print: Concept of a Word; One-to-One Correspondence; Concept of a Sentence

Reading

Speaking & Listening:

Active Listening and Viewing

Collaborative Discussion: Listen Actively, Respond in

Complete Sentences

Social Communication: Asking for Help, Expressing

Needs & Wants

Following Directions

Vocabulary Development:

Topic Words

Academic Vocabulary

Use Picture & Text Clues

Classifying & Categorizing

Comprehension Strategies:

Retell a Story

Give a Summary

Make and Check Predictions

Monitor Comprehension

Writing: *Informational Writing*

Prewriting:

Identify the central idea and key details

Discuss & write key details to support a central idea

Generate and record ideas for an informational text

Plan & organize a central idea and key details

Recognize the parts of a friendly letter

Recognize the key features of a list

Drafting:

Work collaboratively as a class to generate a draft

Write & draw a list

Use adjectives for shape & number

Organize information logically

Draw & write examples that support the central idea

Practice writing sentences from left to right & top to bottom

Revising:

Add details using words & pictures

Add adjectives

Grammar

Parts of Speech (Nouns):

Nouns for Things & Places

Parts of Speech (Adjectives):

Adjective for Shape & Number

<p>Genre Characteristics: <u>Fiction</u> - Story Elements: Characters, Setting, Events, Describe Characters, Fables, Theme</p> <p><u>Informational Text</u> - Topic & Central Idea</p> <p><u>Poetry</u> - Rhythm & Rhyme</p>	<p>Editing: Check for & add nouns that name things & places Identify & correct errors in Mechanics: Punctuation, Spelling; capitalization of proper nouns</p> <p>Publishing: Use legible handwriting & appropriate spacing Address an envelope Draw a map to support an informational text Share writing with an audience</p>	
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Core Texts

<p><i>Places in My Community</i> - Bobbie Kalman</p> <p><i>Map My Neighborhood</i> - Jennifer Boothroyd</p> <p><i>Quinito's Neighborhood: El Vecindario de Quinito</i> - Ina Cumpiano</p> <p><i>The Alphabet from the Sky</i> - Benedikt Groß & Joey Lee</p> <p><i>A Bucket of Blessings</i> - Kabir Sehgal & Surishtha Sehgal</p> <p><i>Bo and Peter</i> - Betsy Franco</p> <p><i>A Piece of Home</i> - Jeri Watts</p> <p><i>Big Book of Poems</i> - HMH</p>

Module 4: Happy Healthy Me

Foundational Skills

<p>Phonological & Phonemic Awareness: Rhyme; Blending Onset and Rime; Deleting, Counting, Segmenting Syllables; Isolating, Blending, Segmenting Phonemes</p> <p>Phonics: Short u & e; Consonants: k, –s /s/, –s /z/, y, x</p> <p>Spelling: Words with k, s, y, x, short u & e</p> <p>Handwriting: Manuscript: u, U, g, G, h, H, j, J, l, L, k, K, s, S, y, Y, x, X, e, E</p> <p>Fluency: Accuracy and Self-Correction; Reading Rate and Automaticity; Expression; Phrasing & Intonation</p> <p>Concepts of Print: Directionality: Left to Right, Top to Bottom; Unusual Directionality; One-to-One Correspondence</p>

Reading	Writing: <i>Informational Writing - Research</i>	Grammar
Speaking & Listening: Active Listening & Viewing	Prewriting: Discuss key features of research writing	Conventions: Capitalizing the First Letter in

<p>Collaborative Discussion: Listen Actively, Respond in Complete Sentences Social Communication: Asking for Help</p> <p>Vocabulary Development: Topic Words Academic Vocabulary Shades of Meaning</p> <p>Comprehension Strategies: Ask & Answer Questions Author's Craft Retell a Story</p> <p>Genre Characteristics: <u>Fiction</u> - Story Elements: Character, Setting, Events, Fairy Tales, Plot (Beginning, Middle, End) <u>Informational Text</u> - Topic, Central Idea & Key Details, Text Features <u>Poetry</u> - Rhyme & Rhythm</p>	<p>Identify the topic/central idea and key details Generate questions for research Identify key details to use in writing Plan and organize ideas & key details for writing Use books, experts, & online sources to locate information</p> <p>Drafting: Use upper case letters to begin sentences Use proper and possessive nouns Use periods to end sentences Develop a draft with a central idea/topic and key details</p> <p>Revising: Add key details using words & pictures to answer questions Clarify ideas with key details</p> <p>Editing: Identify & correct errors in conventions of grammar: Complete sentences with a subject, verb & end mark Identify & correct errors in mechanics: Punctuation, Spelling; Capitalization of sentence beginnings & proper nouns</p> <p>Publishing: Use legible handwriting and appropriate spacing Write & draw to give credit to a source Add a picture Glossary Share writing with an audience</p>	<p>Sentences Capitalizing Proper Nouns Using Periods</p> <p>Sentence Structure/Clarity: Using Complete Sentences</p>
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Core Texts

- Being Fit* - Valerie Bodden
- Germs Are Not for Sharing* - Elizabeth Verdick
- Get Up and Go!* - Nancy Carlson
- Stretch* - Doreen Cornin & Scott Menchin
- Jack & the Hungry Giant: Eat Right with MyPlate* - Loreen Leedy
- Edible Colors: See. Learn. Eat* - Jennifer Vogel Bass
- Take Care of Yourself: Getting Rest*

Semester 2

Module 5: I Can Do It!

Foundational Skills

Phonological & Phonemic Awareness: Rhyme; Blending Onset and Rime; Segmenting Syllable; Isolating, Blending, Segmenting Phonemes
Phonics: Consonant q(u), w, v, z; Review all short vowels (CVC); Long a, i; Syllables open & closed (CV & CVC)
Spelling: Words with qu, w, v, z; Short vowels; Long a & i
Handwriting: Manuscript q, Q, w, W, v, V, z, Z, L, l, T, t, I, i
Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity; Expression
Concepts of Print: Directionality: return sweep; One-to-one correspondence; Reading a play; Unusual directionality; Reading sentences across multiple pages

Reading	Writing: <i>Narrative Writing</i>	Grammar
<p>Speaking & Listening: Active Listening & Viewing Collaborative Discussion: Speak Audibly, Respond in Complete Sentences Social Communication: Greetings & Introductions</p> <p>Vocabulary Development: Topic Words Academic Vocabulary Use Picture & Text Clues Multiple Meaning Words</p> <p>Comprehension Strategies: Make & Check Predictions Make Inferences Compare Characters</p> <p>Genre Characteristics: <u>Fiction</u> - Story Elements: Characters, Setting, Events, Character Feelings, Character Traits, Folktales, Plot: Problem & Solution, Theme</p> <p><u>Informational Text</u> - Central Idea and Key Details, Biography, Identify: People, Places & Events</p>	<p>Prewriting: Identify the beginning, middle and end of a narrative Identify & sort signal words showing chronological structure Identify ideas for a narrative Generate ideas Plan & organize the events in chronological order</p> <p>Drafting: Use pronouns <i>I, me, we</i> Use chronological structure with a beginning, middle & end Develop a strong beginning Use singular & plural nouns Use pictures and words to describe events</p> <p>Revising: Add pronouns Organize events by using signal words Add details using words & pictures</p> <p>Editing: Identify & correct errors in Mechanics: Punctuation; Spelling; Capitalize "I" Identify & correct errors in conventions of grammar: Singular & plural nouns; Pronouns</p> <p>Publishing:</p>	<p>Parts of Speech (Pronouns): Using Pronouns <i>I, Me, We</i></p> <p>Parts of Speech (Nouns): Singular & Plural Nouns</p>

	Use legible handwriting and appropriate spacing Make a cover with a title, author's name & illustration Create an author's page with an illustration Share writing with an audience	
Core Texts		
<p><i>Jabari Jumps</i> - Gaia Cornwall</p> <p><i>All by Myself</i> - Mercer Mayer</p> <p><i>The Little Red Hen (Makes a Pizza)</i> - Philomon Sturges</p> <p><i>The Little Red Hen on Stage</i> - Karen Knapstein</p> <p><i>Ish</i> - Peter Reynolds</p> <p><i>Let's Make Music</i> - Owen Holmes</p> <p><i>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</i> - Laurie Ann Thompson & Sean Qualls</p> <p><i>Everyone Can Learn to Ride a Bicycle</i> - Chris Rashka</p>		
Module 6: Home of the Free and Brave		
Foundational Skills		
<p>Phonological & Phonemic Awareness: Blending Onset and Rime; Isolating, Blending, Segmenting, Substituting Phonemes</p> <p>Phonics: Long e, o, u; Syllables open & closed (CV & CVC); Vowels a, e, i, o; Digraphs sh, th /TH/, th /th/</p> <p>Spelling: Words with long e, o, u; Vowels a, e, i, o; Digraphs sh & th</p> <p>Handwriting: Manuscript J, j, U, u, Y, y, R, r, N, n, M, m, H, h, B, b, P, p, C, c, O, o, A, a</p> <p>Fluency: Expression; Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity</p> <p>Concepts of Print: Concept of a word, Concept of a sentence</p>		
Reading	Writing: Informational Writing - How To (Procedural Text)	Grammar
<p>Speaking & Listening: Active Listening & Viewing Collaborative Discussion: Initiate Conversations</p> <p>Vocabulary Development: Topic Words Academic Vocabulary</p>	<p>Prewriting: Identify the key features of a procedural text Identify steps that include important information Generate ideas for a procedural text Plan & organize the steps of a procedural text</p> <p>Drafting:</p>	<p>Parts of Speech (Prepositions): Using <i>For, To, From, Of, With</i></p> <p>Parts of Speech (Pronouns): Using <i>He, She, They, Them, Theirs</i></p>

<p>Meaning Clues</p> <p>Comprehension Strategies: Visualize Describe Connections Make and Check Predictions Author's Purpose Author's Craft Compare and Contrast</p> <p>Genre Characteristics: <u>Fiction</u> - Story Elements: Character, Setting, Events, <u>Informational Text</u> - Central Idea, Biography, Identify People, Places & Events, Text Features <u>Poetry</u> - Songs (lyrics), Rhythm & Rhyme</p>	<p>Use the prepositions <i>for, to, from, of, with</i> Develop a procedural text with a sequence of steps Develop a strong beginning Use pronouns <i>he, she, they, them, theirs</i> Distinguish between important and unimportant details</p> <p>Revising: Add key details using words & pictures Reorganize steps for clarity Revise word choice to help readers better visualize or understand the author's message Delete unimportant information</p> <p>Editing: Identify & correct errors in conventions of grammar: Pronouns Identify & correct errors in mechanics: Punctuation; Spelling</p> <p>Publishing: Use legible handwriting & appropriate spacing Draw & label a diagram(s) Add captions to illustrations Share writing with an audience</p>	
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Core Texts

- America the Beautiful: Together We Stand*
- In Our Country* - Susan Canizares & Daniel Moreton
- Take Me Out to the Yaku* - Aaron Meshon
- Big Book of Poems* - HMH
- Martin Luther King, Jr.* - Marion Dane Bauer
- Presidents' Day* - Judith Bauer Stamper
- Apple Pie 4th of July* - Janet S. Wong
- Happy Birthday to the U.S.!* - Francie Alexander

Module 7: Zoom In!

Foundational Skills

Phonological & Phonemic Awareness: Blending Onset and Rime; Isolating, Blending, Segmenting, Substituting Phonemes

Phonics: Digraphs ch, ck, wh, ng

Spelling: Words with digraphs ch, ck, wh, ng

Handwriting: Manuscript D, d, G, g, Q, q, S, s, F, f, E, e, V, v, W, w, Z, z, X, x, K, k

Fluency: Expression; Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity

Concepts of Print: End punctuation

Reading	Writing: <i>Narrative Writing (Creative/Imaginative) & Poetry Writing</i>	Grammar
<p>Speaking & Listening: Active Listening and Viewing Collaborative Discussion: Add Details</p> <p>Vocabulary Development: Topic Words Academic Vocabulary Shades of Meaning</p> <p>Comprehension Strategies: Ask & Answer Questions Retell a Story Describe Connections Visualize Author's Purpose Make Inferences Compare & Contrast Texts Make Connections</p> <p>Genre Characteristics: <u>Fiction</u> - Story Elements: Character Setting, Events, Describe Setting <u>Informational Text</u> - Topic & Central Idea, Biography, Identify: People, Places & Events <u>Persuasive Text</u> - Evaluate Details, Opinion & Reasons</p>	<p>Prewriting: Sequence the beginning, middle & end events of a story Identify & sort sensory words Generate ideas for a story Plan & organize the events of a story Identify the characters & setting Generate ideas for events</p> <p>Drafting: Use sensory words Use prepositions <i>in, out, on, off, by</i> Use chronological order with a beginning, middle & end</p> <p>Revising: Add details using sensory words Signal words to ensure sequence is clear</p> <p>Editing: Identify & correct errors in conventions of grammar: Prepositions Identify & correct errors in mechanics: Punctuation; Spelling</p> <p>Publishing: Use legible handwriting & appropriate spacing Create a cover with the title, author & engaging illustration Share writing with an audience</p> <hr/> <p>Prewriting: Recognize the features of poetry Identify sensory & descriptive words in poems Compare characteristics of different kinds of poems Recognize the structure of an acrostic poem Generate ideas for a topic of a poem Generate descriptive words for a poem</p>	<p>Parts of Speech (Prepositions): Using <i>In, Out, On, Off, By</i></p> <p>Sentence Types: Exclamations</p>

Drafting:

Write the topic of an acrostic poem vertically
 Use end marks to show feeling
 Use a variety of sentence types
 Develop a poem with a topic & sensory details

Revising:

Add details using words & pictures
 Add descriptive words

Editing:

Identify & correct errors in conventions of grammar
 Identify & correct errors in mechanics: Spelling; End marks

Publishing:

Use legible handwriting & appropriate spacing
 Create an author's page with an illustration & information about the author

Core Texts

Last Stop on Market Street - Matt de la Pena

Not a Box - Antoinette Portis

I Know the River Loves Me: Yo se que el Rio me Ama - Maya Christina Gonzales

Look Alike Animals - Robin Bernard

Me ... Jane - Patrick McDonnell

Jane Goodall and the Chimpanzees - Betsey Chessen & Pamela Chanko

Hey Little Ant - Phillip & Hannah Hoose

Ants - Lisa J. Amstutz

Module 8: From Plant to Plate

Foundational Skills

Phonological & Phonemic Awareness: Blending Onset and Rime; Isolating, Blending, Segmenting, Substituting Phonemes

Phonics: Initial blends with s-, l-, r-; Final blends with -mp, -nt, -nd, -st, -ft, -lp, nk; VCe long a

Spelling: Words with Initial blends with s-, l-, r-; Final blends with -mp, -nt, -nd, -st, -ft, -lp, nk; VCe long a

Handwriting: Manuscript l, t, i, j, u, y, r, n, m, h, b, p

Fluency: Phrasing & Intonation; Expression; Reading Rate & Automaticity; Accuracy & Self-Correction
Concepts of Print: One-to-One Correspondence; Labels and Captions

Reading	Writing: <i>Opinion Writing</i>	Grammar
<p>Speaking & Listening: Active Listening & Viewing Collaborative Discussion: Multiple Exchanges</p> <p>Vocabulary Development: Topic Words Academic Vocabulary Multiple Meaning Words</p> <p>Comprehension Strategies: Make and Check Predictions Synthesize Information Compare & Contrast Information Make Connections Set a Purpose for Reading Visualize Author's Purpose & Craft</p> <p>Genre Characteristics: <u>Fiction</u> - Story Elements: Characters, Setting, Events, Order of Events <u>Informational Text</u> - Central Idea, Text Features, Steps in a Sequence, Evaluate Details</p>	<p>Prewriting: Identify & record an opinion with reasons Identify & explain the difference between facts & opinions Generate ideas for an opinion piece Plan & organize an opinion piece with reasons Identify parts of a friendly letter</p> <p>Drafting: Use complete sentences with a subject & verb Develop an opinion piece with supporting reasons Use past, present & future-tense verbs Develop a strong ending Develop an opinion letter</p> <p>Revising: Add reasons to support opinion Fix incomplete sentences with missing subjects or predicates</p> <p>Editing: Identify & correct errors in conventions of grammar Identify & correct errors in mechanics: Punctuation; Spelling</p> <p>Publishing: Use legible handwriting & appropriate spacing Address an envelope Share writing with an audience</p>	<p>Sentence Structure/Clarity: Complete Sentences Fixing Incomplete Sentences</p> <p>Parts of Speech (Verbs): Future-Tense Verbs Past & Present-Tense Verbs</p>

Core Texts

Plants Feed Me - Lizzy Rockwell

Planting Seeds - Kathryn Clay

Up in the Garden and Down in the Dirt - Kate Messner & Christopher Silas Neal

Earthworms - Lisa J. Amstutz

PB&J Hooray - Janet Nolan

Growing Vegetable Soup - Lois Ehlert

Rainbow Stew - Cathryn Falwell

How Does Your Salad Grow? - Francie Alexander

Module 9

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: VCe long i, e, o, u /yū/ & /ū/

Spelling: Words with VCe long i, e, o, u /yū/ & /ū/

Handwriting: Manuscript c, o, a, d, g, q, s, f, e, v, w, x, z, k

Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity; Expression

Concepts of Print: Review