



Kindergarten English Language Arts Curriculum Guide

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

Kindergarten Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	SKILL PRIORITY STANDARDS	SKILL SUPPORTING STANDARDS	KNOWLEDGE PRIORITY STANDARDS	KNOWLEDGE SUPPORTING STANDARDS
		Unit 1	K.8c	K.6, K.9a ,K.34	K.28, K.29	K.2, K.3, K.17, K.18, K.23, K.24
		Unit 2	R2	K.6 ,K.7, K.9, K.34	K.22	R1, K.20, K.24, K.33, K.37a-e
		Unit 3	R3	K.7, K.10a, K.16, K.34a-c	K.4	K.1a-d
		Unit 4	K.9	K.8, K.10a-i	K.29	K.4, K.17
		Unit 5	K.10a-i	K.14, K.34a-c, K.35a-d	K.24, K.32	K.1, K.20, K.38
		Unit 6	K.8, K.12	R2, K.9, K.10, K.11, K.14, K.15, K.16, K.23, K.26, K.33, K.35	R3	R1, R5, K.21, K.23, K.26, K.33
		Unit 7	K.13	R2, K.5, K.9, K.10, K.11	K.19, K.24	R5, K.5 ,K.21, K.22, K.27, K.28
		Unit 8	K.13	R1, R2, K.7, K.9c, K.10, K.13, K.15, K.16, K.26, K.35c	K.32	K.26, K.39
		Unit 9	K.4, K.11, K.36, K.36d	K.15, K.34, K.37	K.37	K.39
		Unit 10	K.10, K10e, K.10h, K.10i	K.14, K.34, K.36	K.30	K.5, K.33, K.34, K.37
		Unit 11	N/A	N/A	K.29	R3, R4, R5, K.22, K.23, K.37, K.38, K.39, K.40
		Unit 12	N/A	N/A	K.40	R4, K.1, K.2, K.38

UNIT 1: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

SKILL PRIORITY STANDARDS

- **K.8c- Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.**

SKILL SUPPORTING STANDARDS

- K.6-Uses spatial and temporal concepts correctly.
- K.9a-Count the number of words in a spoken sentence.
- K.34-Print legibly, using proper pencil grip.

KNOWLEDGE PRIORITY STANDARDS

- **K.28-With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.**
- **K.29-With prompting and support, identify the main topic and key details in an informational text.**

KNOWLEDGE SUPPORTING STANDARDS

- K.2-Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.
- K.3-Actively participate in teacher-led choral and shared reading experiences.
- K.17-With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.
- K.18-Identify new meanings for familiar words and apply them accurately.
- K.23-With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
- K.24-With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Print is organized and read from left to right and top to bottom.				
	Track printed words from left to right, top to bottom, and page by page.	Understanding		

Text clues can help make inferences.				
The main idea of a literary text.				
Techniques for predicting the end of a literary text.				
	Identify the main idea in a literary text using text clues.	Understanding		
	Make predictions about an ending in a literary text using text clues.			
The main topic in an informational text. Key details in an informational text.				
	Identify the main topic in an informational text. Identify key details in an informational text.	Understanding		

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> Week 1: 	<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> (1) ashes, ring, sweet, violets (2) away, pouring, snoring (3) candlestick, nimble, plum (4) beside, fetch, frightened, pail, tumbling (5) buckle, market, roast beef (6) diamond, twinkle. Wish, wonder (7) stockings, struck 	<ul style="list-style-type: none"> (8) haystack, meadow, sheep, under, wagging (9) great, lane, together, wool (10) favor, gnawing, grateful (11) greedy, reflection, stream (12) boasting, darted, steadily
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> How do readers use key details from the text to support the main idea? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> 	

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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 2: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.6-Uses spatial and temporal concepts correctly. ● K.7-Restate and follow one- and two-step directions. ● K.9-Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. ● K.34-Print legibly, using proper pencil grip.
<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.22-Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing. 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. ● K.20-Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. ● K.24-Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing. ● K.33- Express ideas orally and connect these ideas through drawing and emergent writing. ● K.37a-e-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Phoneme (sound) to grapheme (letter or letters) correspondences to encode (spell) words accurately.				
Grapheme (letter or letters) to phoneme (sound) correspondences to decode (read) words accurately.				
	Encode and decode words accurately using knowledge of phoneme-grapheme	Applying		

	<p>correspondences. Encode and decode words accurately using word-analysis skills.</p>			
Content knowledge gained from read-alouds of informational texts.				
	<p>Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p>	Understanding		

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) amazing, harm, sight, touch • (2) iris, leap, protect, pupil • (3) echo, invisible, sound waves, vibrate, volume • (4) mucus, nostrils, scents 	<ul style="list-style-type: none"> • (5) congested, flavorful, pucker, saliva, taste buds • (6) nerves, sensitive, skin texture, • (7) blind, disability, disease opportunity, remarkable • (8) deaf, disobedient, frustrated, sensations
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How will knowing how to spell some words help me with my writing? SKILLS • How can informational texts help me learn new information? KNOWLEDGE 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES

UNIT 3: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

SKILL PRIORITY STANDARDS

- **R3-Expand background knowledge and build vocabulary through discussion, reading, and writing.**

SKILL SUPPORTING STANDARDS

- K.7-Restate and follow one- and two-step directions.
- K.10a-i-Applied knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
- K.16-Recognize and read grade-appropriate high frequency words with accuracy and automaticity.
- K.34a-c-Print legibly, using proper pencil grip.

KNOWLEDGE PRIORITY STANDARDS

- **K.4-With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.**
- **K.27, 27a-Identify and describe the main story elements in a literary text.**

KNOWLEDGE SUPPORTING STANDARDS

- K.1a-d-Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
- K.8a-g-Demonstrate understanding of the organization and basic features of printed materials.
- K.18-Identify new meanings for familiar words and apply them accurately.
- K.21a-b-Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
- K.30-With prompting and support, ask and answer questions about key details in literary and informational texts.
- K.32-With prompting and support, compare and contrast two texts.
- K.37-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Relating experiences through discussions, reading, and writing will help build background knowledge and improve vocabulary.				
	Connect new concepts to prior experiences to increase background			

	<p>knowledge through discussions, reading, and writing. Construct the meaning of words through discussions, reading, and writing.</p>			
<p>Questions to seek help. Questions to get information. Questions to clarify information.</p>				
<p>Common stems for asking questions (i.e., interrogatives like who, what, when, why, and how).</p>				
	<p>Ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media with guidance and support.</p>			
<p>Main story elements in a literary text.</p>				
<p>Techniques for retelling a text orally using key details.</p>				
	<p>How to sequence events in logical order (first, next, last).</p>			
	<p>Identify the main story elements (characters, settings, and important events) in a literary text.</p>			
	<p>Describe the main story elements (characters, settings, and important events) in a literary text.</p>			
	<p>Recall key details and important events in a text.</p>			
	<p>Orally retell a text, including main character(s), setting, and important events in logical order.</p>			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) acorn, den, sly • (2) blazing, chimney, huff, puff • (3) creaked, gobble, longed, scarcely • (4) bleated, disguise, kids miller, terrified • (5) musician, painting, perched 	<ul style="list-style-type: none"> • (6) pheasant, swooped • (7) brush, journey, perilous, swayed • (8) compassion, enormous, fragrances, misused • (9) startled, suddenly • (10) boast, bold, foolishness, might
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How can I use background knowledge to understand unfamiliar words? SKILLS • How does asking and answering questions about details from the text help the reader while reading? KNOWLEDGE • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES
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UNIT 4: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.9e-h-Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.8-Demonstrate understanding of the organization and basic features of printed materials. ● K.10a-i- Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.29-With prompting and support, identify the main topic and key details in an informational text. 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.17-With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge. ● K.4-With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Early phonological awareness skills. Basic phonemic awareness skills.				
The "onset" is the initial phonological unit of any word (e.g., c in cat).;				
The term "rime" refers to the string of letters that follow the onset, usually a vowel and final consonants (e.g., at in cat).				
Spoken words have an initial, final, and medial sound.				
Phonemes are individual speech sounds. Single-syllable spoken words are composed of a combination of phonemes. Individual phonemes can be blended to create a complete spoken word or a spoken				

word can be segmented into its individual phonemes.				
Consonant sounds are produced by using different places and manners of articulation.				
	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.			
	Blend a spoken onset and rime to make a complete single-syllable word. Segment a single-syllable spoken word into its onset and rime.			
	Identify the initial sound. Identify the final sound. Identify the medial sound.			
	Blend three to four phonemes to make a single-syllable spoken word.			
	Segment a single-syllable spoken word into three to four phonemes.			
	Distinguish between commonly confused cognate consonant sounds by using their knowledge of voiced sounds, unvoiced sounds, and each sound's place and manner of articulation.			
The main topic in an informational text. Key details in an informational text.				
	Identify the main topic in an informational text. Identify key details in an informational text.			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) plants, soil • (2) leaves, roots, seeds, stems, survival • (3) leaves, roots, seeds, stems, survival • (4) budge, gigantic, stew • (5) honey, nectar, petals, pollen, pollination • (6) honey, nectar, petals, pollen, pollination 	<ul style="list-style-type: none"> • (7) eventually, hero, orchards • (8) bare, deciduous, dormant, habitat, sheds • (9) cones, conifers, evergreen (deciduous), needles • (10) bouquet, medicines, oxygen, provide • (11) botanist, botany, crops
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How can I put sounds together to make a word? SKILLS • Why is it important to know the main topic of a text? KNOWLEDGE • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	
<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>	
<p>ACTIVITIES & RESOURCES</p>		
<p>RTI</p>	<p>EXTENSION OPPORTUNITIES</p>	

UNIT 5: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.10a-i-Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.14-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context. ● K.34a-c-Print legibly, using proper pencil grip. ● k.35a-d-Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.24-With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. ● K.32a-c-With prompting and support, compare and contrast two texts. 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.1-Actively listen and speak using agreed-upon rules for discussion, with guidance and support. ● K.20- Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. ● K.38- Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Phoneme-grapheme correspondences and word-analysis skills to decode words. Phoneme-grapheme correspondences and word-analysis skills to encode words. phoneme-grapheme correspondences.				
The most common sound for each consonant letter.				

<p>The five major vowels. Short vowel sounds. The features of closed syllables.</p>				
<p>Words with the CVC pattern.</p>				
<p>The five major vowels. Long vowel sounds. The features of open syllables.</p>				
<p>The five major vowels. Long vowel sounds.</p>				
<p>The features of vowel-consonant-e syllables.</p>				
	<p>How to identify a word ending with an s or suffix -s.</p>			
<p>Whether suffix is will be sounded as voiced /z/ or unvoiced /s/ based on the sound before it.</p>				
<p>The most frequent sound for digraphs ck, sh, th, ch, wh, and ng. The sound for combination qu.</p>				
	<p>How to identify the grapheme and/or phoneme that differs in similarly spelled words.</p>			
<p>Predictable and decodable</p>				

	Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills.			
	Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills.			
	Identify consonant letters. Produce the most common consonant sounds, including x and q.			
	Identify the vowel in a closed syllable when decoding. Produce the short vowel sound for the five major vowels when decoding closed syllables			
	Decode CVC words in isolation and in decodable text.			
	Identify the vowel in an open syllable when decoding. Produce the long-vowel sound for the five major vowels when decoding open syllables.			
	Identify the vowel-consonant-e syllable pattern. Produce the long-vowel sounds for the five major vowels in vowel-consonant-e syllables			

	Decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.			
	Produce the most frequent sound for digraphs ck, sh, th, ch, wh, and ng. Produce the combination qu sound. Begin making the connection that a two-letter grapheme can represent one phoneme (sound).			
	Identify the phonemes (sounds) and graphemes (letters) that differ in similarly spelled words. For example, in the word pair mat/sat, a student could identify the first letter changed which changed the word's first sound.			
	Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, such as am, at, get, like, make, that, this, me, she, be.			
Features of common types of texts.				
	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.			
Techniques to compare (identify similarities) and contrast (identify differences) two texts.				
Characteristics of literary and informational texts.				

Literary text tells about the experiences of characters.				
Characteristics of informational texts.				
	Identify similarities between two texts. Identify differences between two texts. Identify the differences between literary texts and informational texts.			
	Identify characteristics of literary texts. Identify characteristics of informational texts.			
	Identify characters in a literary text. Identify similarities (compare) of the experiences of characters. Identify differences (contrast) of the experiences of characters			
	32c. Identify similarities between two informational texts on the same topic. Identify differences between two informational texts on the same topic.			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) harvest, pastures, shelter, tools • (2) grazing, herd • (3) collects, hatch, peck • (4) litter, raise, valuable, wallow • (5) fleece, flock, responsibilities, shepherd, stray 	<ul style="list-style-type: none"> • (6) edible, grains, produce • (7) dough, ripe, weeds • (8) dough, ripe, weeds • (9) canning, earn, livestock, processed, spoil
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<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How will knowing how to spell some words help me with my writing? SKILLS • What is the difference between real and imaginary text? KNOWLEDGE • How will comparing and contrasting help me understand the text? KNOWLEDGE 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 6: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

SKILL PRIORITY STANDARDS

- **K.8, 8a-g- Demonstrate understanding of the organization and basic features of printed materials.**
- **K.12-Arrange and name letters of the alphabet in sequential order from a to z , with accuracy and automaticity.**

SKILL SUPPORTING STANDARDS

- R2-Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.
- K.9-Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words
- K.10-Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
- K.11-Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
- K.14-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
- K.15-Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
- K.16-Recognize and read grade-appropriate high frequency words with accuracy and automaticity.
- K.23-With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
- K.26-With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.33- Express ideas orally and connect these ideas through drawing and emergent writing.
- K.35- Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
- K.36-When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.

KNOWLEDGE PRIORITY STANDARDS

- **R3-Expand background knowledge and build vocabulary through discussion, reading, and writing.**

KNOWLEDGE SUPPORTING STANDARDS

- R1- Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R5-Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
- K.21-Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
- K.23-With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
- K.26-With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.33-Express ideas orally and connect these ideas through drawing and emergent writing.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The organization and basic features of printed materials.				
Print conveys a message.				
The role of a text's author. The role of a text's illustrator.				
Print is organized and read from left to right and top to bottom.				
A sentence begins with a capital letter.				
A sentence ends with an ending punctuation mark.				
The one-to-one correspondence of words in printed text.				
Letters are used to represent sounds in a word.				

A word is a group of letters put together to represent all the sounds in that word.				
The name, shape, sound, and approach stroke of each letter. How the letters are similar and different.				
	Explain the organization and basic features of printed materials.			
	Recognize that printed materials convey a message.			
	Demonstrate their understanding of the message relayed by print (e.g., by sharing their favorite book with a peer or by sharing a list of birthday gifts received).			
	Explain the role of a text's author. Explain the role of a text's illustrator.			
	Track printed words from left to right, top to bottom, and page by page.			
	Identify the beginning of a sentence by locating the capital letter. Identify the end of a sentence by locating the ending punctuation mark.			
	Point to words using one-to-one correspondence, using spaces to identify separate words.			
	Distinguish letters from words within sentences.			
	Compare and contrast letters based upon their similarities and differences, including the name, shape, sound, and approach strokes for writing.			
Letters of the alphabet in sequential order.				

	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. For example, a student can use the alphabet arc to arrange the letters in alphabetical order, then point to and name each letter.			
Relating experiences through discussions, reading, and writing will help build background knowledge and improve vocabulary.				
	Connect new concepts to prior experiences to increase background knowledge through discussions, reading, and writing.			
	Construct the meaning of words through discussions, reading, and writing.			

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: • 	KEY VOCABULARY <ul style="list-style-type: none"> • (1) borrow, coast, deserts, roamed tribes • (2) agile, galloping, sacred, warriors • (3) chief, mischief, parfleche travois • (4) finally, horizon, hunting party, succulent 	<ul style="list-style-type: none"> • (5) bay, feast, rockweed, wading • (6) burrows, cozy, trekked, wigwam • (7) canoes, moccasins, tipis, totem poles • (8) harmony, powwows, traditions
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How can you explain the basic features of the text? SKILLS • Why is it important to arrange and name letters of the alphabet in sequential order from a to z? SKILLS • How can I use background knowledge to understand unfamiliar words? KNOWLEDGE 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 7: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.13-With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu. 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. ● K.5-With guidance and support, present information orally, using complete sentences in correct word order. a. Speak audibly and express thoughts, feelings, and ideas clearly. b. Describe people, places, things, and events with relevant details in a story with three to five events ● K.9-Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. ● K.10-Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. ● K.11-Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
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<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.19, 19a-Ask and answer questions about unfamiliar words in discussions and/or text. ● K.24-With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● R5-Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. ● K.5-With guidance and support, present information orally, using complete sentences in correct word order. ● K.21-Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
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- K.22-Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.
- K.27-Identify and describe the main story elements in a literary text.
- K.28-With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
<p>The names of the letters in digraphs ck, sh, th, ch, wh, and ng.</p> <p>The names of the letters in the combination qu.</p>				
	<p>Recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu with prompting and support.</p>			
<p>Several question-stems related to unknown words.</p> <p>Techniques for identifying unknown words.</p>				
<p>Synonyms are words that have the same or a similar meaning.</p> <p>Antonyms are words that have opposite meanings.</p>				
	<p>Ask and answer questions about unfamiliar words in discussions and/or text.</p>			
	<p>Describe the relationship between words, including relating them to synonyms and antonyms.</p>			
<p>Features of common types of texts.</p>				
	<p>Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>			

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1:
-

KEY VOCABULARY

- (1) kingdom, royal, rules, servants
- (2) advantages, disadvantages, prosperity, reign
- (3) fond, gazed, satisfied, treasures
- (4) fiddlers, merry, soul
- (5) dainty, maid, parlor
- (6) delicate, graceful, howled
- (7) cinders, hearth, merriment, stumbled, tattered
- (8) fairest, peddler, pity, rage, stomped

ESSENTIAL QUESTION(S)

- How do I decode and segment words with consonant digraphs? **SKILLS**
- How does asking and answering questions about details from the text help the reader while reading? **KNOWLEDGE**
- What are the different types of texts? (Explain the different types)

FORMATIVE ASSESSMENT

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ACTIVITIES & RESOURCES

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EXTENSION OPPORTUNITIES

UNIT 8: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

SKILL PRIORITY STANDARDS

- **K.13-With prompting and support, recognize and name digraphs ck , sh, th, ch , wh, ng, and combination qu.**

SKILL SUPPORTING STANDARDS

- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- K.7-Restate and follow one- and two-step directions.
- K.9c-Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
- K.10-Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
- K.13-With prompting and support, recognize and name digraphs ck , sh, th, ch , wh, ng, and combination qu.
- K.15-Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
- K.16-Recognize and read grade-appropriate high frequency words with accuracy and automaticity.
- K.26-With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.35b-With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.
- K.35c-With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.

KNOWLEDGE PRIORITY STANDARDS

- **K.32-With prompting and support, compare and contrast two texts.**

KNOWLEDGE SUPPORTING STANDARDS

- K.26-With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.39-Participate in shared research and writing projects to answer a question or describe a topic.

KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

<p>The names of the letters in digraphs ck, sh, th, ch, wh, and ng. The names of the letters in the combination qu.</p>				
	<p>Recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu with prompting and support.</p>			
<p>Techniques to compare (identify similarities) and contrast (identify differences) two texts.</p>				
<p>Characteristics of literary and informational texts.</p>				
<p>Literary text tells about the experiences of characters.</p>				
<p>Characteristics of informational texts.</p>				
<p></p>	<p>Identify similarities between two texts. Identify differences between two texts.</p>			
<p></p>	<p>Identify characteristics of literary texts. Identify characteristics of informational texts. Identify the differences between literary texts and informational texts.</p>			
<p></p>	<p>Identify characters in a literary text. Identify similarities (compare) of the experiences of characters. Identify differences (contrast) of the experiences of characters.</p>			
<p></p>	<p>Identify similarities between two informational texts on the same topic. Identify differences between two informational texts on the same topic.</p>			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) characteristics, cycle, patterns, seasons, weather • (2) blizzards, cautiously, freezing point, frigid, halt • (3) floods, gradually, thaw • (4) distinct, indoors, sunscreen, thermometer • (5) chill, progresses 	<ul style="list-style-type: none"> • (6) future, last, shivering • (7) gear, severe, shelter, strike • (8) meteorologist, meteorology record, satellites, warning
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How do I decode and segment words with consonant digraphs? <p>SKILLS</p> <ul style="list-style-type: none"> • How will comparing and contrasting help me understand the text? <p>KNOWLEDGE</p>	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	
<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>	
<p>ACTIVITIES & RESOURCES</p>		
<p>RTI</p>	<p>EXTENSION OPPORTUNITIES</p>	

UNIT 9: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

SKILL PRIORITY STANDARDS

- K.4-With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.
- K.11-Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
- K.36-When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
- K.36d-With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.

SKILL SUPPORTING STANDARDS

- K.15-Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
- K.34-Print legibly, using proper pencil grip.
- K.37-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

KNOWLEDGE PRIORITY STANDARDS

- K.37-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

KNOWLEDGE SUPPORTING STANDARDS

- K.39- Participate in shared research and writing projects to answer a question or describe a topic.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Questions to seek help. Questions to get information. Questions to clarify information. Common stems for asking questions (i.e., interrogatives like who, what, when, why, and how).				
	Ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media with guidance and support.			
The name and shape of all upper- and lowercase letters, regardless of the order in which they are presented.				

	Recognize and name all upper- and lowercase letters in non-sequential order with accuracy and automaticity. For example, when shown a printed letter of the alphabet, the student can say the correct letter name within several seconds.			
Standard English grammar, punctuation, capitalization, and spelling rules for speaking and writing.				
Spoken words can be transcribed into written words.				
The components of a simple, complete sentence				
The purpose and function of a noun and verb within a sentence.				
Spoken phrases or sentences are composed of individual words that must be spaced properly when writing.				
Sentences begin with capital letters.				
The pronoun I and names of individuals are capitalized.				
The three types of end punctuation: period, question mark, and exclamation mark. End punctuation occurs at the end of a sentence.				
	Write and speak abiding by the rules of standard English grammar, punctuation, capitalization, and spelling.			
	Write spoken words.			

	Compose a simple, complete sentence.			
	Identify nouns and verbs in sentences.			
	Describe the information a noun or verb conveys within a sentence.			
	Accurately write a phrase or sentence from dictation. Properly space words when writing a phrase or sentence from dictation.			
	Begin each sentence with a capital letter.			
	Capitalize the pronoun I and names of individuals.			
	Recognize, name, and correctly use end punctuation.			
Different genres of writing. The purpose and audience for writing can change.				
Writing, such as messages, lists, and labels, can be added to a drawing or illustration to convey meaning.				
Narrative writing tells a story with events in chronological order. Readers should be able to share their feelings after reading a narrative story.				
To express an opinion in writing, an author should state the opinion, supply a reason for the opinion, and include a closing statement.				
Explanatory texts provide factual information.				

The format of writing will change, depending on its purpose, audience, and genre.				
	Write for various purposes and audiences across different genres, with teacher assistance and independently.			
	Create messages, lists, and labels for a drawing or illustration.			
	Create a narrative with the events in chronological order and share their feelings about the narrative, using drawing, dictating, and/or writing.			
	Create an opinion piece with reason and closure using drawing, dictating, and/or writing.			
	Create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.			
	Compose writing for varied purposes and audiences, across different genres.			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) ships, spices, travelers • (2) adventures, convince, fleet, navigators, victorious • (3) crews, expedition, rulers, shore • (4) courage, explore, governor, island, native • (5) ashamed, empire, historians 	<ul style="list-style-type: none"> • (6) colonies, disappointed, explorers religion, refused • (7) cargo, destination, glory, overboard, passenger • (8) fascinated, legend • (9) celebration, store, wisdom
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How does asking and answering questions about details from the 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

<p>text help the reader while reading? SKILLS</p> <ul style="list-style-type: none"> • Why is it important to arrange and name letters of the alphabet in sequential order from a to z? SKILLS • How do we produce complete sentences? SKILLS 	
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES	

RTI	EXTENSION OPPORTUNITIES
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UNIT 10: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.10-Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text. ● K.10e-With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables. ● K.10h- Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. ● K.10i-Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.14-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context. ● K.34-Print legibly, using proper pencil grip. ● K.36-When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● K.30-With prompting and support, ask and answer questions about key details in literary and informational texts. 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● K.5-With guidance and support, present information orally, using complete sentences in correct word order. ● K.33-Express ideas orally and connect these ideas through drawing and emergent writing. ● K.34-Print legibly, using proper pencil grip. ● K.37-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Phoneme-grapheme correspondences and word-analysis skills to decode words. Phoneme-grapheme correspondences and word-analysis skills to encode words.				
The five major vowels. Long vowel sounds. The features of vowel-consonant-e syllables.				

<p>How to identify the grapheme and/or phoneme that differs in similarly spelled words.</p>				
<p>Predictable and decodable phoneme-grapheme correspondences.</p>				
	<p>Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills. Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills.</p>			
	<p>Identify the vowel-consonant-e syllable pattern. Produce the long-vowel sounds for the five major vowels in vowel-consonant-e syllables.</p>			
	<p>Identify the phonemes (sounds) and graphemes (letters) that differ in similarly spelled words. For example, in the word pair mat/sat, a student could identify the first letter changed which changed the word's first sound.</p>			
	<p>Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, such as am, at, get, like, make, that, this, me, she, be.</p>			
<p>Key details in literary and informational texts.</p>				
	<p>Ask questions about key details in literary and informational texts. Answer questions about key details in literary and informational texts.</p>			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) apprentice, churn, country, trade, tradesperson, weave • (2) bartered, blacksmith, cobbler, everyday, rare, tailor • (3) customers, grindstones, kneaded, miller, yeast • (4) garments, loom, spindles, spinners, weavers • (5) breeches, fabric, fastened, measure, patterns 	<ul style="list-style-type: none"> • (6) attractive, elves, poor rich, thrilled • (7) chisel, mason, mortar, patiently, trowel • (8) essential, forge, horseshoes, metal • (9) coal, downcast, haste, merry, miner • (10) grocer, peered, spirits, sympathy
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • How does asking and answering questions about details from the text help the reader while reading? KNOWLEDGE • How will knowing how to spell some words help me with my writing? SKILLS 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>

<p>ACTIVITIES & RESOURCES</p>	
<p>RTI</p>	<p>EXTENSION OPPORTUNITIES</p>

UNIT 11: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

SKILL PRIORITY STANDARDS ●	SKILL SUPPORTING STANDARDS ●
KNOWLEDGE PRIORITY STANDARDS <ul style="list-style-type: none"> ● K.29-With prompting and support, identify the main topic and key details in an informational text. 	KNOWLEDGE SUPPORTING STANDARDS <ul style="list-style-type: none"> ● R3-Expand background knowledge and build vocabulary through discussion, reading, and writing. ● R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. ● R5-Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. ● K.22-Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing. ● K.23-With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level. ● K.37-Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres. ● K.38-Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. ● K.39-Participate in shared research and writing projects to answer a question or describe a topic. ● K.40-With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
29. The main topic in an informational text. Key details in an informational text.				

	29. Identify the main topic in an informational text. Identify key details in an informational text.			
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KEY COMPONENTS	
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LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: • 	KEY VOCABULARY <ul style="list-style-type: none"> • (1) Earth, responsibility, surface • (2) decompose, dumpster, hazardous, landfill • (3) conserve, decayed • (4) generate, products, recycle, reduce, reuse • (5) aluminum, furnace, solution, sorted 	<ul style="list-style-type: none"> • (6) compost, leftovers, nutrients, process • (7) litter, pollution, smog toxic • (8) appliance, exhaust, global • (9) evaporate, pollutants, reservoirs, supply • (10) carpool, effort, organize
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How does asking and answering questions about details from the text help the reader while reading? KNOWLEDGE 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES
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UNIT 12: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

<p>SKILL PRIORITY STANDARDS</p> <ul style="list-style-type: none"> • 	<p>SKILL SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> •
<p>KNOWLEDGE PRIORITY STANDARDS</p> <ul style="list-style-type: none"> • K.40-With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers. (Use rubric) 	<p>KNOWLEDGE SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> • R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. • K.1-Actively listen and speak using agreed-upon rules for discussion, with guidance and support. • K.2-Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn. • K.38- Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Digital tools can help produce and publish writing.				
	Use a variety of digital tools to produce and publish writing independently.			
	Collaborate with peers to use a variety of digital tools to produce and publish writing.			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • (1) capital, liberties, nation, president, symbol • (2) confession, honest 	<ul style="list-style-type: none"> • (6) proclaim, reputation, serious • (7) education, expert,
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	<ul style="list-style-type: none"> ● (3) captured, clever, colonel, general ● (4) defeated, monarchy spectacles ● (5) admired, authors, colonists, declaration, independence 	<ul style="list-style-type: none"> ● governor, judge ● (8) accomplishment, ancestors, humble, politics ● (9) carved, determined, mines, sculptor
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ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> ● 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> ●
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

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Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

Knowledge - Students need to know... <ul style="list-style-type: none">•	Skills - Students need to be able to do... <ul style="list-style-type: none">•	
Learning Targets <ul style="list-style-type: none">••	Bloom's Taxonomy:	Quad:
Key Vocabulary: <ul style="list-style-type: none">•	Examples, Activities, & Helpful Resources:	