

ENGLISH LANGUAGE ARTS - KDG

Curricular Document

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ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

Course Information - K-12 ELA

Kindergarten Grade ELA	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	1 year
GRADE LEVEL	DATE LAST REVIEWED
5K	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	04/11/2023
PRIMARY RESOURCE <i>if applicable</i>	
Savvas myView Literacy	

Desired Results	
COURSE DESCRIPTION AND PURPOSE	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>LITERATE INDIVIDUALS...</p> <p>READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate</p>	<p>What makes a place special?</p> <p>What do living things need?</p>

individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

Why do we like stories?

What can we learn from the past?

What can we learn about the weather?

ELA Priority Standards by Unit

Grade Level Priority Standards	WI Essential Elements for ELA - Kindergarten <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Demonstrate understanding of the organization and basic features of print. (RF1)	ELA.EE.RF.K.1 Demonstrate emerging understanding of the organization of print.					
a. Follow words from left to right, top to bottom, and page by page.	a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.	x	x	x	x	x
b. Recognize spoken words are represented in written language by specific sequences of letters.	NA	x	x	x	x	x
c. Understand words are separated by spaces in print.	NA	x	x	x	x	x
d. Recognize and name all upper- and lowercase letters of the alphabet	NA	x	x	x	x	x
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF2):	ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).					
a. Recognize and produce rhyming words.	a. With guidance and support, recognize rhyming words.		x	x	x	
b. Count, pronounce, blend, and segment syllables in spoken words.	b. With guidance and support, recognize the number of words in a spoken message.	x		x	x	x
c. Blend and segment onsets and rimes of single-syllable spoken words.	c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	x	x	x	x	x
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in	NA	x	x	x	x	x

three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)						
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	NA		x	x	x	x
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	ELA.EE.RF.K.3 Demonstrate emerging awareness of print.					
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	a. With guidance and support, recognize first letter of own name in print.	x	x	x	x	x
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	NA	x	x	x	x	x
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	c. With guidance and support, recognize environmental print.	x	x	x	x	x
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	NA		x	x	x	x
With prompting and support, develop and answer questions about a text. (RI1&RL1)	ELA.EE.RL.K.1 With guidance and support, identify details in familiar stories.	x	x	x	x	x
Use a combination of drawing, dictating, and writing to compose text in a variety of modes: (W2)	ELA.EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic					
a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	NA	x		x		
b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.	NA		x		x	
c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	NA			x	x	x
With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. (SL1)	ELA.EE.SL.K.1 Participate in conversations with others.					
a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying	a. Communicate directly with	x	x	x	x	x

on topic.	supportive adults or peers.					
b. Participate in a conversation through multiple exchanges.	b. Participate in multiple-turn communication exchanges with support from adults.	x	x	x	x	x
c. Ask questions about the topic/text.	NA	x	x	x	x	x
d. Consider individual differences when communicating with others.	NA	x	x	x	x	x
Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. (L4)	ELA.EE.L.K.4 Demonstrate emerging knowledge of word meanings. a. With guidance and support, demonstrate understanding of words used in everyday routines.	x	x	x	x	x
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: Related to Reading Foundational standards (RF.K.3). (L6)	NA					
a. Capitalization of the first word in a sentence.	NA		x	x	x	x
b. Name frequently used punctuation.	NA		x	x	x	x
c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).	NA		x	x	x	x
d. Writes letters for most consonant and short vowel sounds (phonemes).	NA		x	x	x	x

ELA Unit 1: My Neighborhood

DESIRED RESULTS

Essential Questions

Students will keep considering...

What makes a place special?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

Priority Standards

RF1: Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize spoken words are represented in written language by specific sequences of letters.
- Understand words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my,

Learning Targets

RF1:

- I can open a book and know where to start and where to go next.
- I can point to the words in a book.
- I can use my finger to show the direction I read a sentence.
- I can identify the upper case letters.
- I can identify the lower case letters.

RF2: (Each of the following targets is an auditory task only;)

- I can count how many syllables are in a word.
- I can blend the syllables in a word.
- I can break apart the syllables in a word.
- I can say the beginning sound of a word.
- I can say the second part of the word (rime).
- I can put the two parts of a word together (onset + rime).
- I can say the beginning sound of a word. (CVC)
- I can say the middle sound of a word. (CVC)
- I can say the final sound of a word. (CVC)
- I can tap each sound in a word. (CVC)

RF3:

- I can point to a letter and say the sound it makes. (Consonants)
- I can say the sounds that the vowels make when I see vowels in words.
- I can read some high frequency when I see them.

<p>is, are, do, does).</p> <p>SUPPORTING Standards RF4: Read emergent-reader texts with purpose and understanding.</p>	<p>High-Frequency Words: I, am, the, like, to, a, have, is, he, my, we, make, for, me, with, she, see, look</p> <p>Spelling List: pre-spelling skills: concept sorts (animals, non animals; food, not food; shapes; colors; and toys, not toys)</p> <p>High-Frequency Word Spelling List: short a word families, short i word families</p>
<p>READING PRIORITY Standards R1: With prompting and support, develop and answer questions about a text.</p> <p>SUPPORTING Standards R3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text.</p> <p>R4: With prompting and support, identify specific words that express feelings or content- specific words within a text.</p> <p>R6: Define the role of the author and the illustrator in presenting the ideas in a text.</p> <p>R7: With prompting and support, describe the relationship between illustrations and the text.</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> ● I can ask questions about the important parts of the text with help from my teacher and friends. ● I can answer questions about the important parts of the text with help from my teacher and friends. <p>Vocabulary: words that name different shapes (cube, circle, square, triangle); words that can name actions (crawls, peeks, unpacks, plunks); words that tell about libraries (library, librarian, computer, movie); words that can tell about actions (chasing, slips, scrambles, follows); words that tell about art stores (tools, pencils, markers, brushes)</p>
<p>WRITING Skills PRIORITY Standards W2: Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>SUPPORTING Standards W1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction.</p>	<p>Learning Targets W2: a. I can draw, tell or write my opinion about a topic or book.</p>

<p>W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W7: Participate in Kindergarten shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards SL1: With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards SL2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL4: With guidance and support, describe familiar people, places, things, and events.</p>	<p>Learning Targets</p> <p>SL1:</p> <ul style="list-style-type: none"> ● I can talk with my friends and teachers about lots of different things. ● I can take turns when I talk with my friends and teachers.
<p>LANGUAGE Skills PRIORITY Standards L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>SUPPORTING Standards L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Begin to recognize some words have multiple meanings (e.g., duck, tie).</p> <p>L3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Ask and answer questions about unknown words.</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about. <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Singular Nouns (for people and animals)</i> ● <i>Singular Nouns (for places and things)</i> ● <i>Plural Nouns (-s)</i> ● <i>Plural Nouns (-es)</i> ● <i>Singular and Plural Nouns (include both -s & -es endings)</i>

- b. Sort common objects into categories.
- d. Connect common words to real life (e.g., colorful).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Frequently used nouns, verbs, and prepositions.
- b. Oral pluralizations of nouns.

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will interact with sources in a meaningful way to answer the question: What makes a place special?

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 2: Living Together

DESIRED RESULTS

Essential Questions

Students will keep considering...

What do living things need?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF1: Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize spoken words are represented in written language by specific sequences of letters.
- Understand words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF3: Know and apply grade-level phonics and word analysis skills in decoding

Learning Targets

RF1:

- I can open a book and know where to start and where to go next.
- I can point to the words in a book.
- I can use my finger to show the direction I read a sentence.
- I can identify the upper case letters.
- I can identify the lower case letters.

RF2: (Each of the following targets is an auditory task only:)

- I can say when words rhyme.
- I can make words rhyme.
- I can count how many syllables are in a word.
- I can blend the syllables in a word.
- I can break apart the syllables in a word.
- I can say the beginning sound of a word.
- I can say the second part of the word (rime).
- I can put the two parts of a word together (onset + rime).
- I can say the beginning sound of a word. (CVC)
- I can say the middle sound of a word. (CVC)
- I can say the final sound of a word. (CVC)
- I can tap each sound in a word. (CVC)
- I can change the first sound in a word to make a new word. (1 syllable)
- I can change the last sound in a word to make a new word. (1 syllable)
- I can change the middle sound in a word to make a new word. (1 syllable)

RF3:

- I can point to a letter and say the sound it makes. (Consonants)

<p>words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>SUPPORTING Standards RF4: Read emergent-reader texts with purpose and understanding.</p>	<p>b. I can say the sounds that the vowels make when I see vowels in words.</p> <p>c. I can read some high frequency when I see them.</p> <p>d. I can look at two words and tell which letter is different.</p> <p>High-Frequency Words: are, that, of, they, you, do, one, two, three, four, five, here, go from, yellow, blue, green, what</p> <p>Spelling List: pre-spelling skills: rhyming sort,</p> <p>High-Frequency Word Spelling List: short o word families, short e word families</p>
<p>READING PRIORITY Standards R1: With prompting and support, develop and answer questions about a text.</p> <p>SUPPORTING Standards R2: With prompting and support, retell stories (RL); share key details from a text. (RI)</p> <p>R3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)</p> <p>R4: With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)</p> <p>R5: Identify literary and informational texts. (RI&RL)</p> <p>R8: With prompting and support, identify specific information to support ideas in a text. (RI)</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> • I can ask questions about the important parts of the text with help from my teacher and friends. • I can answer questions about the important parts of the text with help from my teacher and friends. <p>Vocabulary: butterflies, geese, whales, bees, honey, nectar, hive, shelter, food, water, shark, eagle, hummingbird, turtle, carry, push, climb, swim</p>
<p>WRITING Skills PRIORITY Standards W2: Use a combination of drawing, dictating, and writing to compose text in a variety of modes: b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.</p>	<p>Learning Targets W2: b. I can draw, tell, or write to name and give information about a topic</p>

SUPPORTING Standards

W1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W3: Use a combination of drawing, dictating, and writing to compose text that utilizes:

- a. Organization: provide a sense of structure, attempt an introduction.
- b. Word Choice (including domain specific): use words familiar to the student.

W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive and/or typing

W7: Participate in Kindergarten shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W9: With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.

SPEAKING & LISTENING Skills

PRIORITY Standards

SL1: With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.
- b. Participate in a conversation through multiple exchanges.
- c. Ask questions about the topic/text.
- d. Consider individual differences when communicating with others.

SUPPORTING Standards

SL2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL4: With guidance and support, describe familiar people, places, things, and events.

Learning Targets

SL1:

- I can talk with my friends and teachers about lots of different things.
- I can take turns when I talk with my friends and teachers.

LANGUAGE Skills**PRIORITY Standards**

L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Capitalization of the first word in a sentence.
- Name frequently used punctuation.
- Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).
- Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).

SUPPORTING Standards

L3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:

- Ask and answer questions about unknown words.
- Sort common objects into categories.
- Demonstrate understanding of frequently occurring verbs and their opposites (antonyms).
- Connect common words to real life (e.g., colorful).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Frequently used nouns, verbs, and prepositions.
- Oral pluralizations of nouns.
- Oral production and expansion of complete sentences.

Learning Targets**L4:**

- I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).
- I can use new words (vocabulary) that are appropriate to what we are learning about.

Specific Grammar & Usage Content:

- *Adjectives & Articles*
- *Verbs (present)*
- *Verbs (past)*
- *Verbs (future)*

Assessment Evidence

Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Students will generate questions for formal and informal inquiry with adult assistance to develop and follow a research plan with assistance. (Students will work in pairs to choose a pet and research what it needs.)

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

→ *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*

→ *Assessment of Unit Skills - Examples for Targeted Data Collection*

- ◆ *Assess unit spelling (Word study)*
- ◆ *Assess unit vocabulary terms*
- ◆ [*Reading Strategy Assessment Checklist*](#)
- ◆ [*Writing Strategy Assessment Checklist*](#)
- ◆ *Assess unit grammar and usage content*

→ *Extensions may include:*

- ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
- ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 3: Tell Me a Story

DESIRED RESULTS

Essential Questions

Students will keep considering...

Why do we like stories?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize spoken words are represented in written language by specific sequences of letters.
- c. Understand words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences

Learning Targets

RF1:

- a. I can open a book and know where to start and where to go next.
- b. I can point to the words in a book.
- c. I can use my finger to show the direction I read a sentence.
- d. I can identify the upper case letters.
- d. I can identify the lower case letters.

RF2: (Each of the following targets is an auditory task only:)

- a. I can say when words rhyme.
- a. I can make words rhyme.
- b. I can count how many syllables are in a word.
- b. I can blend the syllables in a word.
- b. I can break apart the syllables in a word.
- c. I can say the beginning sound of a word.
- c. I can say the second part of the word (rime).
- c. I can put the two parts of a word together (onset + rime).
- d. I can say the beginning sound of a word. (CVC)
- d. I can say the middle sound of a word. (CVC)
- d. I can say the final sound of a word. (CVC)
- d. I can tap each sound in a word. (CVC)
- e. I can change the first sound in a word to make a new word. (1 syllable)
- e. I can change the last sound in a word to make a new word. (1 syllable)
- e. I can change the middle sound in a word to make a new word. (1 syllable)

RF3:

- a. I can point to a letter and say the sound it makes. (Consonants)

<p>by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>SUPPORTING Standards RF4: Read emergent-reader texts with purpose and understanding.</p>	<p>b. I can say the sounds that the vowels make when I see vowels in words. c. I can read some high frequency when I see them. d. I can look at two words and tell which letter is different.</p> <p>High-Frequency Words: said, was, where, come, play, any, down, her, how, away, give, little, funny, were, some, going, know, live</p> <p>Spelling List: Consonant J & X; Short u & consonant V; Consonant Z & Q; Short a and Long a; Short i and Long i, Short u word families</p>
<p>READING PRIORITY Standards R1: With prompting and support, develop and answer questions about a text.</p> <p>SUPPORTING Standards R2: With prompting and support, retell stories (RL); share key details from a text. (RI) R3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL) R4: With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL) R5: Identify literary and informational texts. (RI&RL) R9: With prompting and support, compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)</p>	<p>Learning Targets</p> <p>R1:</p> <ul style="list-style-type: none"> ● I can ask questions about the important parts of the text with help from my teacher and friends. ● I can answer questions about the important parts of the text with help from my teacher and friends. <p>Vocabulary: king, lion leopard, catch, gobbled, baking, jumped, fast, soon, down, great, adventure, pretend, explorer, castle, octopus, jellyfish, creatures</p>
<p>WRITING Skills PRIORITY Standards W2: Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a.Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. c.Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SUPPORTING Standards W1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or</p>	<p>Learning Targets</p> <p>W2: a, I can draw, tell or write my opinion about a topic or book. c. I can draw, tell or write a real or imagined story (<i>narrate events in order, and provide a reaction to what happened</i>)</p>

<p>independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Use a combination of drawing, dictating, and writing to compose text that utilizes:</p> <p>a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student.</p> <p>W4: With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1 –3 above.)</p> <p>W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive and/or typing</p> <p>W7: Participate in Kindergarten shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W9: With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards</p> <p>SL2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL3: Ask and answer questions in order to seek help, get information, or clarify</p>	<p>Learning Targets</p> <p>SL1:</p> <ul style="list-style-type: none"> ● I can talk with my friends and teachers about lots of different things. ● I can take turns when I talk with my friends and teachers.

<p>something that is not understood.</p> <p>SL4: With guidance and support, describe familiar people, places, things, and events.</p> <p>SL5: With guidance and support, create an original or utilize existing visual displays to support descriptions</p>	
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).</p> <p>SUPPORTING Standards</p> <p>L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Frequently used nouns, verbs, and prepositions. b. Oral pluralizations of nouns. d. Oral production and expansion of complete sentences.</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about. <p>L6:</p> <p>a. I consistently capitalize the first word in a sentence. b. I can identify and name a period, question mark, and exclamation point. c. I use my letter sound knowledge to spell words (phonetically) (related to Reading foundational standard RF.K.3). d. I can write letters for most consonant and short vowel sounds (phonemes) (related to Reading Foundational standard RF.K.3).</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Subjective Case Pronouns</i> ● <i>Objective Case Pronouns</i> ● <i>Possessive Case Pronouns</i> ● <i>Prepositions</i> ● <i>Prepositions</i>
<p>Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i></p>	
<p>Performance Task Description: <i>Students will synthesize information to create new understanding by creating an opinion piece. (Students will choose a story they like and draw and/or write about why others should read that story.)</i> 4 Point Research Project Rubric</p>	

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
 - *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
 - *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
- Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 4: Then and Now

DESIRED RESULTS

Essential Questions

Students will keep considering...

What can we learn from the past?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF1 Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize spoken words are represented in written language by specific sequences of letters.
- Understand words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Learning Targets

RF1:

- I can open a book and know where to start and where to go next.
- I can point to the words in a book.
- I can use my finger to show the direction I read a sentence.
- I can identify the upper case letters.
- I can identify the lower case letters.

- I can say when words rhyme.
- I can make words rhyme.
- I can count how many syllables are in a word.
- I can blend the syllables in a word.
- I can break apart the syllables in a word.
- I can say the beginning sound of a word.
- I can say the second part of the word (rime).
- I can put the two parts of a word together (onset + rime)
- I can say the beginning sound of a word. (CVC)
- I can say the middle sound of a word. (CVC)
- I can say the final sound of a word. (CVC)
- I can tap each sound in a word. (CVC)
- I can change the first sound in a word to make a new word. (1 syllable)

RF3:

- I can point to a letter and say the sound it makes. (Consonants)
- I can say the sounds that the vowels make when I see vowels in words.
- I can read some high frequency when I see them.
- I can look at two words and tell which letter is different.

High-Frequency Words: find, again, over, pretty, all, now, black, brown, white, good, could, open, please, want, every, this, round, may

<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>SUPPORTING Standards RF4: Read emergent-reader texts with purpose and understanding.</p>	<p>Spelling List: short o and long o Short u and long u Short e and long e Review and reinforce (focus skills: Pp, Yy, Short and Long i) Review and reinforce (focus skills: Dd, Ff, Vv, Short e) Review and reinforce (focus skills: Hh, Xx, Short and Long u)</p> <p>High Frequency Spelling List: this, may, find, over, all, now, black, brown, good, open, want, please</p>
<p>READING PRIORITY Standards R1: With prompting and support, develop and answer questions about a text. (RI&RL)</p> <p>SUPPORTING Standards R2: With prompting and support, retell stories (RL); share key details from a text. (RI)</p> <p>R3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)</p> <p>R4: With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)</p> <p>R5: Identify literary and informational texts. (RI&RL)</p> <p>R7: With prompting and support, describe the relationship between illustrations and the text. (RI&RL)</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> ● I can ask questions about the important parts of the text with help from my teacher and friends. ● I can answer questions about the important parts of the text with help from my teacher and friends. <p>Vocabulary: crank, radio, engine, CD player, scientists, shovels, brushes, past, farm, visit, pumpkin, laws, marched, speech, country, brought, served, sailed, shared</p>
<p>WRITING Skills PRIORITY Standards W.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SUPPORTING Standards W1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>Learning Targets W2: b. I can draw, tell, or write to name and give information about a topic c. I can draw, tell or write a real or imagined story (<i>narrate events in order, and provide a reaction to what happened</i>)</p>

<p>W3: Use a combination of drawing, dictating, and writing to compose text that utilizes:</p> <p>a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student.</p> <p>W7: Participate in Kindergarten shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W9: With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards</p> <p>SL2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL4: With guidance and support, describe familiar people, places, things, and events.</p> <p>SL5: With guidance and support, create an original or utilize existing visual displays to support descriptions</p>	<p>Learning Targets</p> <p>SL1:</p> <ul style="list-style-type: none"> ● I can talk with my friends and teachers about lots of different things. ● I can take turns when I talk with my friends and teachers.
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural,</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific).

general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation

L6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization of the first word in a sentence.
b. Name frequently used punctuation.
c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).
d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3)

SUPPORTING Standards

L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Begin to recognize some words have multiple meanings (e.g., duck, tie).
b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Frequently used nouns, verbs, and prepositions.
b. Oral pluralizations of nouns.
c. Question words (who, what, etc.)
d. Oral production and expansion of complete sentences.

- I can use new words (vocabulary) that are appropriate to what we are learning about.

L6:

- a. I consistently capitalize the first word in a sentence.
- b. I can identify and name a period, question mark, and exclamation point.
- c. I use my letter sound knowledge to spell words (phonetically) (related to Reading foundational standard RF.K.3).
- d. I can write letters for most consonant and short vowel sounds (phonemes) (related to Reading Foundational standard RF.K.3).

Specific Grammar & Usage Content:

- Complete Sentences
- Kinds of Sentences
- End Punctuation
- Question Words
- Question Words

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will connect the theme Then and Now to real world learning by researching and problem-solving how people lived in the past and write an informational text about what life was like in the past.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*

- ◆ [Reading Strategy Assessment Checklist](#)
- ◆ [Writing Strategy Assessment Checklist](#)
- ◆ Assess unit grammar and usage content

→ Extensions may include:

- ◆ Options for advanced learners during small-group time, independent investigative work, and challenging content and activities

Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)

ELA Unit 5: Science: Our World (Earth Science) Outside My Door

DESIRED RESULTS

Essential Questions

Students will keep considering...

What can we learn about the weather?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize spoken words are represented in written language by specific sequences of letters.
- c. Understand words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each

Learning Targets

RF1:

- a. I can open a book and know where to start and where to go next.
- b. I can point to the words in a book.
- c. I can use my finger to show the direction I read a sentence.
- d. I can identify the upper case letters.
- d. I can identify the lower case letters.

RF2: (Each of the following targets is an auditory task only:)

- b. I can count how many syllables are in a word.
- b. I can blend the syllables in a word.
- b. I can break apart the syllables in a word.
- c. I can say the beginning sound of a word.
- c. I can say the second part of the word (rime).
- c. I can put the two parts of a word together (onset + rime).
- d. I can say the beginning sound of a word. (CVC)
- d. I can say the middle sound of a word. (CVC)
- d. I can say the final sound of a word. (CVC)
- d. I can tap each sound in a word. (CVC)
- e. I can change the first sound in a word to make a new word. (1 syllable)
- e. I can change the last sound in a word to make a new word. (1 syllable)
- e. I can change the middle sound in a word to make a new word. (1 syllable)

RF3:

- a. I can point to a letter and say the sound it makes. (Consonants)
- b. I can say the sounds that the vowels make when I see vowels in words.
- c. I can read some high frequency when I see them.

<p>consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>SUPPORTING Standards R4: Read emergent-reader texts with purpose and understanding.</p>	<p>d. I can look at two words and tell which letter is different.</p> <p>High-Frequency Words: be, saw, our, eat, soon, walk, who, there, into, out, so, then, new, too, when, say, under, no</p> <p>Spelling List: cat, tap, not, hat, flag, slip, trap, stop, at, am, an, as, swim, skip, step, spot, on, zip leg, trip, ox, can, sit, clap</p> <p>High-Frequency Words Spelling List: be, saw, eat, walk, who, into, out, so, too, when</p>
<p>READING PRIORITY Standards R1: With prompting and support, develop and answer questions about a text. (RI&RL)</p> <p>SUPPORTING Standards R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p> <p>R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> ● I can ask questions about the important parts of the text with help from my teacher and friends. ● I can answer questions about the important parts of the text with help from my teacher and friends. <p>Vocabulary: Weather, rainy, windy, snow, desert, soil, bloom, ground, mound, squash, shoots, roots, tornado, blizzard, powerful, strong, rain, dirt, seeds</p>
<p>WRITING Skills PRIORITY Standards W2: Use a combination of drawing, dictating, and writing to compose text in a variety of modes: c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SUPPORTING Standards W1: Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student.</p>	<p>Learning Targets W2: c. I can draw, tell or write to name and give information about a topic (W.K.2).</p>

<p>W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>W7: Participate in Kindergarten shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>SPEAKING & LISTENING Skills</p> <p>SL1: With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.</p> <p>b. Participate in a conversation through multiple exchanges.</p> <p>c. Ask questions about the topic/text.</p> <p>d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards</p> <p>SL2: With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL4: With guidance and support, describe familiar people, places, things, and events.</p>	<p>Learning Targets</p> <p>SL1:</p> <ul style="list-style-type: none"> ● I can talk with my friends and teachers about lots of different things. ● I can take turns when I talk with my friends and teachers.
<p>LANGUAGE Skills</p> <p>PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Capitalization of the first word in a sentence.</p> <p>b. Name frequently used punctuation.</p> <p>c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).</p> <p>d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with friends and work by myself to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about. <p>L6:</p> <p>a. I consistently capitalize the first word in a sentence.</p> <p>b. I can identify and name a period, question mark, and exclamation point.</p> <p>c. I use my letter sound knowledge to spell words (phonetically) (related to Reading foundational standard RF.K.3).</p> <p>d. I can write letters for most consonant and short vowel sounds (phonemes) (related to Reading Foundational standard RF.K.3).</p>

SUPPORTING Standards

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Frequently used nouns, verbs, and prepositions.
- b. Oral pluralizations of nouns.
- d. Oral production and expansion of complete sentences.

Specific Grammar & Usage Content:

- Capitalization
- End punctuation
- Complete sentences
- Expand sentences

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will connect the unit theme of Our World to real world learning by researching different types of weather and picking a favorite to write a persuasive poem about that type of weather.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*

Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)