**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

LAKEWOOD CITY SCHOOLS

**Unit 1: Nursery Rhymes and Fables**
Essential Questions: How can we learn new words, find words that rhyme, understand characters, figure out what happens in stories, compare different characters, put events in order, and tell stories again using pictures and writing?
Big Idea: ● Nursery rhymes and fables have been favorites with children for generations.
Big Idea: ● Traditional rhymes help students learn vocabulary and build phonemic awareness.
Big Idea: ● Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.
Unit Vocabulary: ashes, ring, sweet, violets, away, pouring, snoring, candlestick, nimble, plum, beside, fetch, frightened, pail, tumbling, buckle, market, roast, beef, diamond, twinkle, wish, wonder, stockings, struck, haystack, meadow, sheep, under, wagging, great, lane, together, wool, disturbed, favor, gnawing, grateful, feast, greedy, reflection, stream, boasting, darted, steadily.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Critical and Creative Thinking

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 12 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text<br>RL.K.2- With prompting and support, retell familiar stories, including key details<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.4-Ask and answer questions about unknown words in a text<br>RL.K.5- Recognize common types of texts (e.g., storybooks, poems)<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2a- Recognize and produce rhyming words. | **Domain Assessment**<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.5- Recognize common types of texts (e.g., storybooks, poems)<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories<br>RF.K.2a- Recognize and produce rhyming words. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |

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| | W.K.3- Use a combination of drawing, dictating, and writing to 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<br>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Observations | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups<br>SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood<br>SL.K.4- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | Observations | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking<br>L.K.1f- Produce and expand complete sentences in shared language activities<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5c- Identify real-life connections between words and their use (e.g., note places at school that are colorful)<br>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts | Observations, | |

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**Unit 2: The Five Senses**
Essential Questions: What are your five senses and how does your body use these senses?
Big Idea: ● Everything we know about the world comes through our five senses.
Big Idea: ● Each sense uses a unique body part to take in information.
Big Idea: ● Conducting observations and using language to describe those observations are key skills in the scientific process.
Vocabulary: amazing, harm, sight, touch, iris, leap, protect, pupil, echo, invisible, sound, waves, vibrate, volume, mucus, nostrils, scents, congested, flavorful, pucker, saliva, taste, buds, nerves, sensitive, skin, texture, blind, disability, disease, opportunity, remarkable, deaf, disobedient, frustrated, sensations.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Growth Mindset

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 8 days | | | | |
| | **Content Statement -Reading** | | | |
| | RI.K.1-With prompting and support, ask and answer questions about key details in a text<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text<br>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text<br>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text<br>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.9- With Prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br>RI.K.10-Actively engage in group reading activities with purpose and understanding. | Domain Assessment<br>RI.K.1-With prompting and support, ask and answer questions about key details in a text<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text<br>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |
| | W.K.1-Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic. | |

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**Course: ELA Knowledge**
**Year: 2024**

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| | what is being written about and supply some information about the topic.<br>W.K.3- Use a combination of drawing, dictating, and writing to 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. | | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | Observation | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1b-Use frequently occurring nouns and verbs<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)<br>L.K.4b-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5a-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent<br>L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts | Observation | |

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**Unit 3: Stories**
Essential Questions: Can you describe the story elements such as retell, main characters, plot and setting?
Big Idea: ● Memorable characters in classic stories and trickster tales have delighted children for generations.
Big Idea: ● Students gain an appreciation for fiction from other cultures.
Big Idea: ● Students acquire and understanding of the elements of story including characters, plot, and setting.
Big Idea: ● Recurring themes appear in classic and popular children's literature.
Vocabulary: acorn, den, sly, blazing, chimney, huff, puff, creaked, gobble, longed, scarcely, bleated, disguise, kids, miller, terrified, musician, panting, perched, pheasant, swooped, brush, journey, perilous, swayed, compassion, enormous, fragrances, misused, startled, suddenly, boast, bold, foolishness, might.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Global Awareness

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 10 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text<br>RL.K.2- With prompting and support, retell familiar stories, including key details<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.4-Ask and answer questions about unknown words in a text<br>RL.K.5- Recognize common types of texts (e.g., storybooks, poems)<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons | RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.5- Recognize common types of texts (e.g., storybooks, poems)<br>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |

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|---|---|---|---|
| | W.K.1-Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the<br>name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.3- Use a combination of drawing, dictating, and writing to 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<br>W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.<br>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.K.1-Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the<br>name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.3- Use a combination of drawing, dictating, and writing to 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<br>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.1f - Produce and expand complete sentences in shared language activities<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) | | |

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|---|---|---|---|
| | L.K.4b- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful)<br>L.K.6- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | |

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**Course: ELA Knowledge**
**Year: 2024**

**Unit 4: Plants**
Essential Questions: What are a plant's basic needs? What is a plant's life cycle?
Big Idea: ● Plants make up one kingdom in the scientific system that classifies different living things.
Big Idea: ● There are over 350,000 species of plants on earth.
Big Idea: ● Plants need basic things to stay alive and grow.
Big Idea: ● Plants have life cycles, like other living things.
Big Idea: ● All living things are interconnected.
Vocabulary: plants soil, leaves, roots, seeds, stems. survival, germinate, mature, sapling, seedlings, budge, gigantic, stew, honey, nectar, petals, pollen, pollination, core, produce, scrumptious, eventually, hero, orchards, bare, deciduous, dormant, habitat, sheds, cones, conifers, evergreen, (deciduous) needles, bouquet, medicines, oxygen, provide, botanist, botany, crops.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Growth Mindset
Global Awareness

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 11 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text<br>RL.K.2- With prompting and support, retell familiar stories, including key details<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.5-Recognize common types of texts (e.g., storybooks, poems).<br>RL.K.10-Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RI.K.1-With prompting and support, ask and answer questions about key details in a text<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text<br>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text<br>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text<br>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.9- With Prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in | RL.K.2- With prompting and support, retell familiar stories, including key details<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text<br>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | **Literature List:** CKLA Tradebook List; The Tiny Seed by: Eric Carlisle<br>**Online Resource:** CKLA Library Resources |

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**Year: 2024**

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| | illustrations, descriptions, or procedures).<br>RI.K.10-Actively engage in group reading activities with purpose and understanding. | | |
| | **Content Statement - Writing** | | |
| | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic<br>W.K.3-Use a combination of drawing, dictating, and writing to 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.<br>W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic | |
| | **Content Statement- Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups<br>SL.K.1a -Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail<br>SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful)<br>L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts | L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content | |

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**Unit 5: Farms**
Essential Question: Why are farms important? What food and products do we get from farms?
Big Idea:● Students draw on information gained in the Plants domain to understand what plants and animals need to grow.
Big Idea: ● Farms are an important source of food and other products people use.
Big Idea: ● The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.
Vocabulary: harvest, pastures, shelter, tools, grazing, herd, collects, hatch, peck, litter, raise, valuable, wallow, fleece, flock, responsibilities, shepherd, stray, edible, grains, produce, dough, ripe, weeds, drought, fertilizer, irrigate, pesticides, pests, canning, earn, livestock, processed, spoil.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Growth Mindset
Global Awareness

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 9 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text<br>RL.K.2- With prompting and support, retell familiar stories, including key details<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.4-Ask and answer questions about unknown words in a text.<br>RL.K.5-Recognize common types of texts (e.g., storybooks, poems).<br>RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)<br>RL.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RI.K.1-With prompting and support, ask and answer questions about key details in a text<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text<br>RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text<br>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text<br>RI.K.7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what | RL.K.2- With prompting and support, retell familiar stories, including key details<br>RI.K.2-With prompting and support, identify the main topic and retell key details of a text | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |

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| | person, place, thing, or idea in the text an illustration depicts)<br>RI.K.10-Actively engage in group reading activities with purpose and understanding | | |
| | **Content Statement - Writing** | | |
| | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3-Use a combination of drawing, dictating, and writing to 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 | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a -Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood<br>SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail<br>SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. | |
| | **Content Standard- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Unit 6: Native Americans**
Essential Question: Can you compare and contrast the experiences of the Native Americans?
Big Idea: ● Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.
Big Idea: ● There were many different tribes and each had their own way of life.
Big Idea: ● Geographical locations influenced lifestyles and individual cultures of different tribes.
Big Idea: ● Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape
Vocabulary: borrow, coast, deserts, roamed, tribes, agile, galloping, sacred, warriors, chief, mischief, parfleche, travois, finally, horizon, hunting, party, succulent, bay, feast, rockweed, wading, burrows, cozy, trekked, wigwam, canoes, moccasins, tepees, totem poles, harmony, powwows, traditions.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Global Awareness
Empathy

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 8 days | | | | |
| | **Content Statement: Reading** | | | |
| | | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3-With prompting and support, identify characters, settings, and major events in a story<br>RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10-Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RI.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8-With prompting and support, identify the reasons an author gives to support points in a text.<br>RI.K.9-With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, | RI.K.9-With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |

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| | or procedures).<br>RI.K.10-Actively engage in group reading activities with purpose and understanding. | | |
| | **Content Statement: Writing** | | |
| | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic<br>W.K.3-Use a combination of drawing, dictating, and writing to 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.<br>W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic<br>W.K.3-Use a combination of drawing, dictating, and writing to 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.<br>W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| | **Content Statement:Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail.<br>SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| | **Content Statements: Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1b-Use frequently occurring nouns and verbs. | | |

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| | L.K.1c-Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>L.K.1d-Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1e-Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5a-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.5d-Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.<br>L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

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**Unit 7: Kings and Queens**
Essential Question: Can you identify details about kings and queens and compare royal life to your life?
Big Idea: ● Throughout history, royalty has played a major role in the governance of countries in the world.
Big Idea: ● The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.
Big Idea: ● This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.
Unit Vocabulary: kingdom, royal, rules, servants, advantages, disadvantages, prosperity, reign, fond, gazed, satisfied, treasures, fiddlers, merry, soul, dainty, maid, parlour, delicate, graceful, howled, cinders, hearth, merriment, stumbled, tattered, fairest, peddler, pity, rage, stomped.

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Global Awareness
Communication

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 8 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.4 Ask and answer questions about unknown words in a text.<br>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).<br>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.<br>RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K. 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br>RL.K.10 Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>R.I.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | RL.K.2 With prompting and support, retell familiar stories, including key details.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |

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| | RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>R.I.K.4- With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.10-Actively engage in group reading activities with purpose and understanding.<br>RF.K.2-Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2a-Recognize and produce rhyming words. | | |
| | **Content Statement - Writing** | | |
| | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic<br>W.K.3-Use a combination of drawing, dictating, and writing to 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.<br>W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.K.3-Use a combination of drawing, dictating, and writing to 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.<br>W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1c- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>L.K.1f -Produce and expand complete sentences in shared language activities<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and | | |

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| | content.<br>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.4b-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5a-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5c-Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.5d-Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.<br>L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

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**Unit 8: Seasons and Weather**
Essential How do we learn about time, seasons, and weather, and why is it important for our daily lives?
Big Idea: ● Different regions of the Earth experience different weather patterns throughout the year.
Big Idea: ● Weather patterns in the year are called seasons: winter, spring, summer, and fall.
Big Idea: ● Knowing about the weather is important to our daily lives and activities.
Unit Vocabulary: characteristics, cycle, patterns, seasons, weather, blizzards, cautiously, freezing, point, frigid, halt, floods, gradually, thaw, distinct, indoors, sunscreen, thermometer, chill, progresses, future, last, shivering, gear, severe, shelter, strike, meteorologist, meteorology, record, satellites, warning.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Collaboration
Critical & Creative Thinking

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 8 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.4 Ask and answer questions about unknown words in a text.<br>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).<br>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.<br>RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RI.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of | | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |

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**Course: ELA Knowledge**
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| | each in presenting the ideas or information in a text.<br>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.<br>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br>RI.K.10 Actively engage in group reading activities with purpose and understanding. | | |
| | **Content Statement - Writing** | | |
| | W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic. | |
| | **Content Statement- Speaking and Learning** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b-Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.4- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.<br>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1b- Use frequently occurring nouns and verbs.<br>L.K.1c -Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and | | |

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**Course: ELA Knowledge**
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| | content.<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.4b-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | | |

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**Unit 9: Columbus and the Pilgrims**
Essential Question: Why did Christopher Columbus sail to America, and what happened when he got there? How did the Pilgrims come to America, and what was their first Thanksgiving like?
Big Idea: ● The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.
Big Idea: ● There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.
Unit Vocabulary: ships, spices, travelers, adventures, convince, fleet, navigators, victorious, crews, expedition, rulers, shore, courage, explore, governor, island, native, ashamed, empire, historians, colonies, disappointed, explorers, religion, refused, cargo, destination, glory, overboard, passenger, fascinated, legend, celebration, store, wisdom.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Empathy
Global Awareness

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 9 days | | | | |
| | **Content Statement - Reading** | | | |
| | RI.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.7-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text<br>RI.K.10-Actively engage in group reading activities with purpose and understanding. | RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |
| | W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event.<br>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | |
| | **Content Statement - Speaking and Learning** | | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

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| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b-Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.<br>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5c- Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

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**Unit 10: Colonial Towns and Townspeople**
Essential Question: How did people in colonial times in towns and the countryside live differently, and how did the tradespeople in towns help everyone?
Big Idea: ● Students draw on knowledge from Columbus and the Pilgrims as they learn more about America's history during colonial times.
Big Idea: ● The daily life of people during the colonial era are contrasted with students' present-day experiences.
Big Idea: ● The differences between living in a town versus living in the country are explored.
Unit Vocabulary: apprentice, churn, country, trade, tradesperson, weave, bartered, blacksmith, cobbler, everyday, rare, tailor, customers, grindstones, kneaded, miller, yeast, garments, loom, spindles, spinners, weavers, breeches, fabric, fastened, measure, patterns, attractive, elves, poor, rich, thrilled, chisel, mason, mortar, patiently, trowel, essential, forge, horseshoes, metal, coal, downcast, haste, merry, miner, grocer, peered, spirits, sympathy.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Communication

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 10 days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1 With prompting and support, ask and answer questions about key details in a text.<br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.4 Ask and answer questions about unknown words in a text.<br>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).<br>RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10 Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RI.K.1 With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.5 Identify the front cover, back cover, and title page of a book.<br>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | RI.K.2 With prompting and support, identify the main topic and retell key details of a text. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |

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| | RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.<br>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br>RI.K.10 Actively engage in group reading activities with purpose and understanding. | | |
| | **Content Statement - Writing** | | |
| | W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |
| | **Content Statement - Language** | | |

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**Course: ELA Knowledge**
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| | L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1d Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.<br>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.<br>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5ci Identify real-life connections between words and their use (e.g., note places at school that are colorful). | L.K.1d Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Unit 11: Taking Care of the Earth**
Essential question: Why is it important for us to take care of the Earth, and what can we do to help keep it clean and healthy?
Big Idea: ● People's actions affect the environment in which we live.
Big Idea: ● Earth's natural resources include land, water, and air.
Big Idea: ● The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.
Unit Vocabulary: Earth, responsibility, surface, decompose, dumpster, hazardous, landfill, conserve, decayed, generate, products, recycle, reduce, reuse, aluminum, furnace, solution, sorted, compost, leftovers, nutrients, process, litter, pollution, smog, toxic, appliance, exhaust, global, evaporate, pollutants, reservoirs, supply, carpool, effort, organize.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Empathy
Collaboration

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 10 days | | | | |
| | **Content Statement - Reading** | | | |
| | RI.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.5 Identify the front cover, back cover, and title page of a book.<br>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.<br>RI.K.10- Actively engage in group reading activities with purpose and understanding. | RI.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |
| | W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ). | W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

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| | W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.<br>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.<br>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | |
| | **Content Statement - Speaking and listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<br>SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1b- Use frequently occurring nouns and verbs.<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.5c- Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Unit 12: Presidents and American Symbols**
Essential Question: Why are presidents like George Washington, Abraham Lincoln, and Theodore Roosevelt important in American history, and how did they help our country?
Big Idea: ● The lives and accomplishments of five famous presidents are highlighted.
Big Idea: ● American symbols are presented and discussed.
Big Idea: ● The branches of government are introduced.
Big Idea: ● Information about America's early history from previous domains is used to understand how the United States of America came into being.
Unit Vocabulary: capital, liberties, nation, president, symbol, confession, honest, national, respect, captured, clever, colonel, general, defeated, monarchy, spectacles, admired, authors, colonists, declaration, independence, proclaim, reputation, serious, education, expert, governor, judge, accomplishment, ancestors, humble, politics, carved, determined, mines, sculptor.

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Communication
Collaboration

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 9 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.2-With prompting and support, retell familiar stories, including key details.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RI.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>RI.K.5 Identify the front cover, back cover, and title page of a book.<br>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.<br>RI.K.10- Actively engage in group reading activities with purpose and understanding. | RL.K.2-With prompting and support, retell familiar stories, including key details.<br>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.<br>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Literature List:** CKLA Tradebook List<br>**Online Resource:** CKLA Library Resources |
| | **Content Statement - Writing** | | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

| | | | |
|---|---|---|---|
| | W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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.<br>W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.<br>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).<br>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.<br>W.K.3 Use a combination of drawing, dictating, and writing to 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. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. I L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.5b- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>L.K.5c- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).<br>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 1**
Essential Question: Why do we learn about sounds, practice drawing lines and circles, and learn about where things are on a page in kindergarten?
Big Idea: Environmental noises and words in sentences make different sounds .
Big Idea: Speech is made up of words.
Big Idea: Position words describe a relative location.
Big Idea: Handwriting strokes are made by holding a writing utensil and moving it across paper.

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 10 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RF.K.1- Demonstrate understanding of the organization and basic features of print.<br>RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds). | | RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds). | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |
| | **Content Statement - Speaking and Listening** | | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | | |
| | **Content Statement- Language** | | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | | | |

**Grade: K**
**Course: ELA Knowledge**
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**Skills 2**
Essential Question: How do we learn to put sounds together to make words, understand where things are, and practice writing letters?
Big Idea: Words are made of sound parts (syllables, phonemes).
Big Idea: Phonemes (sounds) are blended to form words.
Big Idea: Position words describe a relative location.
Big Idea: Handwriting strokes are made by holding a writing utensil and moving it across paper.

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 10 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RF.K.1- Demonstrate understanding of the organization and basic features of print.<br>RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.<br>RF.K.2c-Blend and segment onsets and rimes of single-syllable spoken words.<br>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.*<br>RF.K.2e- (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words. | RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |
| | **Content Statement - Speaking and Listening** | | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | | |

**Grade: K**
**Course: ELA Knowledge**
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**Skills 3**
Essential Question: How do we learn new words and sounds by looking at pictures, and how do we use those pictures to read and write words?
Big Idea: Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)
Big Idea: Sounds in words are represented with symbols (sound pictures).
Big Idea: Sounds pictures can be blended to read words.
Big Idea: Sound pictures are used to spell words.
Tricky Words: one, two, three, am, at, did, got

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 14 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.2e-Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words<br>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c-Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |
| | **Content Statement - Speaking and Listening** | | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. | | | |
| | **Content Statement- Language** | | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a- Print many upper- and lowercase letters.<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2c-Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | L.K.1a- Print many upper- and lowercase letters.<br>L.K.2c-Write a letter or letters for most consonant and short-vowel phonemes (sounds). | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 4**
Essential Question: How do we learn to read stories in books, and how do we use letters and sounds to make words and sentences?
Big idea: Students are introduced to the decodable Big Book, Pet Fun.
Big Idea: Print concepts and fluency are reinforced using the Big Book.
Big Idea: Sounds/symbols can be blended to read words.
Big Idea: Symbols are used to spell words.
Big Idea: Words make up phrases and sentences.
Big Idea: Words are read from left to right.
Big Idea: Words in a book tell a story.
Tricky Words: a, the, an, and, can, get, had, him, hot, if, in, its, not, on, sit, ten

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 15 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RF.K.1- Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.<br>RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c - Understand that words are separated by spaces in print.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2c- Blend and segment onsets and rimes of single-syllable spoken words.<br>RF.K.2d- solate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words<br>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | RF.K.2d- solate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

| | | | |
|---|---|---|---|
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a-Print many upper- and lowercase letters.<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | L.K.1a-Print many upper- and lowercase letters.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds). | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 5**
Essential Question: How do we learn to read sentences in books, and why do some words start with big letters while others start with small letters?
Big Idea: Words are spelled with sound pictures (letters).
Big Idea: There are uppercase and lowercase sound pictures.
Big Idea: Words make up phrases and sentences.
Big Idea: Sentences begin with a capital letter (sound picture) and end with a period.
Tricky Words: blue, yellow, look, ask, big, but, cut, let, ran, red, run, six, up, us, yes

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 16 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RF.K.1-Demonstrate understanding of the organization and basic features of print.<br>RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c- Understand that words are separated by spaces in print.<br>RF.K.2d- Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br>RF.K.4- Read emergent-reader texts with purpose and understanding. | RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |
| | **Content Statement - Speaking and Listening** | | | |
| | SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood. | |
| | **Content Statement- Language** | | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

| | | | |
|---|---|---|---|
| | L.K.1- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>L.K.1.a- Use frequently occurring nouns and verbs.<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2a- Capitalize the first word in a sentence and the pronoun I.<br>L.K.2b- Recognize and name end punctuation.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds)<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | L.K.1.a- Use frequently occurring nouns and verbs.<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 6**
Essential Question: How do we practice reading stories in our books, and why do some sentences start with big letters and end with dots?
Big Idea: Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.
Big Idea:  Sound pictures are called letters, and each one has a name.
Big Idea: Letters make up the alphabet and are arranged in alphabetical order
Big Idea: Sentences begin with a capital letter (sound picture) and end with a period.
Tricky Words: as, best, fast, has, help, his, is, jump, just, must, stop, went, are, I, little

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 15  Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RF.K.1a-Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c - Understand that words are separated by spaces in print.<br>RF.K.1d-Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2a-Recognize and produce rhyming words<br>RF.K.2c-Blend and segment onsets and rimes of single-syllable spoken words.<br>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words.<br>RF.K.3a-Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b-Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c-Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br>RF.K.4-Read emergent-reader texts with purpose and understanding. | RL.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RF.K.2c-Blend and segment onsets and rimes of single-syllable spoken words.<br>RF.K.3a-Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b-Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

**Grade: K**
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| | | | |
|---|---|---|---|
| | | RF.K.4-Read emergent-reader texts with purpose and understanding. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b-Continue a conversation through multiple exchanges.<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail. | | |
| | **Content Statement- Language** | | |
| | L.K.1a-Print many upper- and lowercase letters.<br>L.K.1c-Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>L.K.1d-Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.1f - Produce and expand complete sentences in shared language activities.<br>L.K.2a-Capitalize the first word in a sentence and the pronoun I.<br>L.K.2b-Recognize and name end punctuation.<br>L.K.2c-Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br>L.K.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.5d-Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 7**
Essential Question: How do we learn about special pairs of letters that make one sound together, and how do we understand when groups of letters make two sounds when we read?
Big Idea: Students use the decodable Reader Seth to practice fluency and print concepts.
Big Idea: Seth is a series of chapters about a young boy his family, and friends.
Big Idea: Digraphs are two letters that make a single sound.
Big Idea: Consonant clusters are blended so two individual sounds are heard.
Tricky Words: bring, long, much, sing, that, them, then, this, wish, with, down, of, out

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 17 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.4-Ask and answer questions about unknown words in a text.<br>RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10-Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RF.K.1-Demonstrate understanding of the organization and basic features of print.<br>RF.K.1a-Follow words from left to right, top to bottom, and page by page. RF.K.1b-Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c-Understand that words are separated by spaces in print.<br>RF.K.1d-Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2-Demonstrate understanding of spoken words, syllables, and phonemes (sounds)<br>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.2e-Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.<br>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a-Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b-Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c-Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br>RF.K.4-Read emergent-reader texts with purpose and understanding. | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RF.K.1d-Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.2e-Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.<br>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a-Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b-Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c-Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ.<br>RF.K.4-Read emergent-reader texts with purpose and understanding. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

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| | | | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b-Continue a conversation through multiple exchanges<br>SL.K.2-Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a-Print many upper- and lowercase letters.<br>L.K.1d-Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1e-Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.1f-Produce and expand complete sentences in shared language activities.<br>L.K.2-Produce and expand complete sentences in shared language activities.<br>L.K.2b-Recognize and name end punctuation. L.K.2c-Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships<br>L.K.5-Spell simple words phonetically, drawing on knowledge of sound-letter relationships<br>L.K.5b-Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites). | L.K.2d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 8**
Essential Question: How do we know when to use two of the same letters in a word, what kind of dot goes at the end of a sentence, and what is an apostrophe and contraction?
Big Idea:  Sentences have different ending marks, depending on the type of sentence.
Big Idea: Apostrophes show possession or are used in contractions.
Big Idea: Double-letter spellings most frequently follow a short vowel sound.
Tricky Words: black, off, pick, shall, tell, well, will, all, from, funny, was

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 20 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RL.K.4- Ask and answer questions about unknown words in a text.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RF.K.1-Demonstrate understanding of the organization and basic features of print.  RF.K.1a- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1b- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1c-  Understand that words are separated by spaces in print.<br>RF.K.1d-Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2a- Recognize and produce rhyming words.<br>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words<br>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | RL.K.1- With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RF.K.1d-Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2a- Recognize and produce rhyming words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.4- Read emergent-reader texts with purpose and understanding. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

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| | RF.K.4- Read emergent-reader texts with purpose and understanding. | | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a-Print many upper- and lowercase letters.<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1f- Produce and expand complete sentences in shared language activities.<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2b- Recognize and name end punctuation.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.4b- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 9**
Essential Question: How do we learn the names of letters and the sounds they make, practice writing big letters, and know what kind of dot to put at the end of a sentence? How do we talk about stories and write about them?
Big Idea: Letter names and the sounds they make
Big Idea: Uppercase letter formation
Big Idea: Sentences have different ending marks, depending on the type of sentence.
Big Idea: Answering questions about the story through discussions and in writing
Tricky Words: here, no, once, said, so, there, to, were, what, when, where, which, why, word, says

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 23 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.4- Ask and answer questions about unknown words in a text.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RF.K.1- Demonstrate understanding of the organization and basic features of print. RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c- Understand that words are separated by spaces in print.<br>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2f -Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.<br>RF.K.3a-RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.4- Read emergent-reader texts with purpose and understanding. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

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|---|---|---|---|
| | RF.K.4- Read emergent-reader texts with purpose and understanding. | | |
| | **Content Statement - Writing** | | |
| | W.K.3- Use a combination of drawing, dictating, and writing to 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. | W.K.3- Use a combination of drawing, dictating, and writing to 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. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a- Print many upper- and lowercase letters.<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2a- Capitalize the first word in a sentence and the pronoun I.<br>L.K.2b- Recognize and name end punctuation.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>L.K.4a- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | L.K.1a- Print many upper- and lowercase letters.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds). | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

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| | L.K.5- With guidance and support from adults, explore word relationships and nuances in word meanings.<br>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |

**Grade: K**
**Course: ELA Knowledge**
**Year: 2024**

**Skills 10**
Essential Question: How do we know if a vowel says its long or short sound, and what's that 'Magic e' thing that makes a vowel sound long? And how do we use letters to read and spell words when we talk and write?
Big Idea: Vowels make long and short sounds.
Big Idea: Separated digraphs use the Magic ‘e’ to form words with long vowel sounds.
Big Idea: Sound spellings are used to read and spell words in phrases and sentences.
Tricky Words: ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use, three, be, by, he, me, my, she, their, they, we, you, your

| Suggested Pacing | Content Standards | Learning and Performance Expectations<br>What must students know and be able to do? | Assessment of Learning Options<br>How will we know if they learned this skill? | Resources Options |
|---|---|---|---|---|
| 29 Days | | | | |
| | **Content Statement - Reading** | | | |
| | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.4- Ask and answer questions about unknown words in a text.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.<br>RF.K.1- Demonstrate understanding of the organization and basic features of print. RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1a- Follow words from left to right, top to bottom, and page by page.<br>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.<br>RF.K.1c- Understand that words are separated by spaces in print.<br>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2- Demonstrate understanding of spoken words, syllables, and phonemes (sounds).<br>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.<br>RF.K.2d-Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.3d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | RL.K.1-With prompting and support, ask and answer questions about key details in a text.<br>RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br>RF.K.1d- Recognize and name all upper- and lowercase letters of the alphabet.<br>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.<br>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>RF.K.3c- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>RF.K.4- Read emergent-reader texts with purpose and understanding. | K-2 Code Chart<br>Project Read Decodable Generator<br>Tricky Words |

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| | RF.K.4- Read emergent-reader texts with purpose and understanding. | | |
| | **Content Statement - Writing** | | |
| | W.K.3- Use a combination of drawing, dictating, and writing to 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. | W.K.3- Use a combination of drawing, dictating, and writing to 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. | |
| | **Content Statement - Speaking and Listening** | | |
| | SL.K.1- Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.<br>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>SL.K.1b- Continue a conversation through multiple exchanges.<br>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.<br>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br>SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.<br>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly. | | |
| | **Content Statement- Language** | | |
| | L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.K.1a- Print many upper- and lowercase letters.<br>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).<br>L.K.1f- Produce and expand complete sentences in shared language activities<br>L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>L.K.2a- Capitalize the first word in a sentence and the pronoun I.<br>L.K.2b- Recognize and name end punctuation.<br>L.K.2c- Write a letter or letters for most consonant and short-vowel phonemes (sounds).<br>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.<br>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | | |

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| | L.K.4a- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | |