



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade K

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade Kindergarten

Department: English

Board Approval	Supervisor	Notes
November 2012	Eleanor Hughes	Born Date
September 2015	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
TBD 2022	Michelle Shappirio	Incorporate State Mandates
August 2024	Michelle Shappirio	Updated to include New State Mandates

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Township of Ocean Pacing Guide					
We ek	Marking Period 1	Wee k	Marking Period 2	Wee k	Marking Period 3
1	Start Smart: We Are Special	14	Unit 4: Around the Neighborhood	28	Unit 7: Animal Kingdom
2	Start Smart: My Family and Me!	15	Unit 4: Around the Neighborhood	29	Unit 7: Animal Kingdom
3	Start Smart: I Can!	16	Unit 4: Around the Neighborhood	30	Unit 8: From Here to There
4	Unit 1: Take A New Step	17	Unit 4: Around the Neighborhood	31	Unit 8: From Here to There
5	Unit 1: Take A New Step	18	Unit 5: Wonders of Nature	32	Unit 8: From Here to There
6	Unit 1: Take A New Step	19	Unit 5: Wonders of Nature	33	Unit 9: How Things Change
7	Unit 1: Take A New Step	20	Unit 5: Wonders of Nature	34	Unit 9: How Things Change
8	Unit 2: Let's Explore	21	Unit 5: Wonders of Nature	35	Unit 9: How Things Change
9	Unit 2: Let's Explore	22	Unit 6: Weather For All Seasons	36	Unit 9: How Things Change
10	Unit 2: Let's Explore	23	Unit 6: Weather For All Seasons	37	Unit 10: Thinking Outside the Box

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11	Unit 3: Going Places	24	Unit 6: Weather For All Seasons	38	Unit 10: Thinking Outside the Box
12	Unit 3: Going Places	25	Unit 6: Weather For All Seasons	39	Unit 10: Thinking Outside the Box
13	Unit 3: Going Places	26	Unit 7: Animal Kingdom	40	Unit 10: Thinking Outside the Box
		27	Unit 7: Animal Kingdom		

Climate Change

- Unit 5 Week 1: What do living things need to grow?
- Unit 5 Week 2: How do living things change as they grow?
- Unit 5 Week 3: What kinds of things grow on a farm?
- Unit 6 Week 1: How are the seasons different?
- Unit 6 Week 2: What happens in different kinds of weather?
- Unit 6 Week 3: How can you stay safe in bad weather?
- Unit 7 Week 1: How are some animals alike and how are they different?
- Unit 7 Week 3: Where do animals live?
- Unit 9 Week 3: How can things in nature be used to make new things?
- Unit 10 Week 3: What ideas can you suggest to protect the environment?

Diversity, Equity, & Inclusion

- Unit 1 Week 1: How can we get along with new friends?
- Unit 4 Week 2: Who are your neighbors?
- Unit 4 Week 3: How can people help to make your community better?
- Unit 9: Week 2: What do good citizens do?
- Unit 10: Week 1: What can happen when we work together?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Big Books
- *Wonders* Fiction & Nonfiction Leveled Readers (Approaching, On, ELL,

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Beyond)

- Wonders Decodable Readers
- Wonders Visual Vocabulary Cards
- Wonders Interactive Read Aloud Cards
- Wonders Retelling Cards
- Wonders Close Reading Companion
- Wonders Your Turn Practice Book
- Wonders Teaching Posters
- Wonders Sound-Spelling Cards
- Wonders High-Frequency Word Cards
- Wonders Photo Cards
- WonderWorks Intervention Program
- Wonders ConnectEd Platform
- Wonders Science/Social Studies/Reading/Writing Workstation Activity Cards
- Wonders Unit Assessments
- Wonders Running Records
- ReadWorks.org
- Reading Eggs
- Variety of trade books related to the essential questions

Time Frame	3 weeks
Topic	
Start Smart How is everyone special? Who is in your family? What can you do?	
Alignment to Standards	

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English Language Arts

Language Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page..
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - D. Orally repeat multi-syllable words and pronounce the separate syllables.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - D. Writing frequently used words accurately.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.

Reading:

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.RW.K.7 With prompting and support, engage in brief but regular writing and drawing tasks.
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱

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COURSE: ELA, Grade K

- A. Introduce a topic
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

Speaking and Listening:

- SL.PE.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 🌱
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features: books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
 - Concepts of Print (book handling)
- track text left to right, top to bottom and page by page, and recognize that spaces separate the words.
 - Shared Read-model concepts about print, predict, read, reread: "I Am Special," "Look at Me!" "Family Fun!", "At School," "What Can I Do?"
- recognize specific words in a sentence or text, name all upper and lower case letters, and recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words, demonstrate knowledge of syllables in a word, and identify common high-frequency words by sight in isolation and also in a text.
 - Sentence Segmentation-sing "Jack and Jill"
 - Sentence Segmentation (word awareness): read the poems Wee Willie Winkie, Twinkle, Twinkle, Little Star, 1, 2, Buckle My Shoe
 - Recognize Syllables-sing "Sing a Song of Sixpence", read the poems Pat-a-Cake, Hickory, Dickory, Dock, As I Was Going to St. Ives.
 - Recognize Rhyme-read the poem Little Miss Muffet, Humpty Dumpty,

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COURSE: ELA, Grade K

Mix a Pancake, Chook, Chook, Chook, 1,2,3,4,5,

- Blend Syllables: read the poem "Hey, Diddle, Diddle"
- Letter recognition: Aa-Zz-sing "The Alphabet Song"
- High-Frequency Words-I and can (Read/Spell/Write Routine)

Foundational Skills: Writing Language

Students will

- demonstrate convention in one's own writing: capitalization.
- categorize and sort common objects and draw conclusions about the category representations (Names, Numbers, Days of the Week)

Reading Literature

Students will

- compare similarities and differences in character's experiences within a story
- participate in group reading activities, articulate the purpose of the group reading activities, and model and develop engaging reading habits that lead to reading texts independently.
- make text connections: connect to the essential question (review the selections, think aloud, prompt collaborative conversations)

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts (build background knowledge: introduce and discuss the essential question).
- ask and answer questions about a text read aloud
 - Read the ABC Big Book: set a purpose for reading, identify genre characteristics, respond to reading, make connections
 - Identify genre, respond to reading, make connections to the following stories: "The Three Sisters," "Teddy's Week," "Fun Together!," "We Can Help"
 - Read the Interactive Read Aloud: connect to concept, identify genre characteristics, set a purpose for reading, model reading with expression, respond to reading, make connections, model retelling, ask comprehension questions: "The Ugly Duckling," "Tikki Tikki Tembo," "Kindergarteners Can!"
- develop oral vocabulary (create a word web)

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DEPARTMENT: English

COURSE: ELA, Grade K

Writing

Students will

- draw, tell, and write about topics that are well known (complete sentences using sentence frames).
- name what is being written about and supply additional information about the topic.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Class participation
- Writing or Drawing in Response to Text

Benchmark:

- DIBELS 8 Subtests:
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF-CLS & NWF-WRC)
 - Word Reading Fluency (WRF)
- Kindergarten Entry Assessment (KEA)

Interdisciplinary Connections

Social Studies Learning Activities:

Start Smart Week 1:

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How is everyone special?
- **Read & Respond to a Variety of Texts**
 - *Animals in the Park: An ABC Book*
 - "The Ugly Duckling"
 - "I Am Special"
 - "Three Sisters"
 - "Look at Me!"
- **Word Webs**

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DEPARTMENT: English

COURSE: ELA, Grade K

- How I Look
- Names of Things I Like
- Games I Like

Alignment to Social Studies Standard:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Social Studies Learning Activities:

Start Smart Week 2:

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Who is in your family?
- **Read & Respond to a Variety of Texts**
 - *Animals in the Park: An ABC Book*
 - "Tikki Tikki Tembo"
 - "Family Fun!"
 - "Teddy's Week"
 - "Fun Together!"
 - "Chook, Chook, Chook"
- **Word Webs**
 - Family Activities
 - Places We Can Go
 - Family Members

Alignment to Social Studies Standard:

- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Social Studies Learning Activities:

Start Smart Week 3:

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DEPARTMENT: English

COURSE: ELA, Grade K

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you do?
- **Read & Respond to a Variety of Texts**
 - *Animals in the Park: An ABC Book*
 - "Kindergarteners Can!"
 - "At School"
 - "We Can Help"
 - "What Can I Do?"
- **Word Webs**
 - Things We Can Hear
 - Games We Can Play
 - Ways We Can Help

Alignment to Social Studies Standard:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Career Readiness, Life Literacies, and Key Skills

- Start Smart Weeks 2 and 3-Students identify members of their family and each of their roles. Students discuss family traditions. Students identify what they can do and their role at school, home, and in the community.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students are introduced to Chromebooks; navigate chromebooks; keyboarding (1:1)
- Students learn how to log-in to a variety of learning platforms,
 - Wonders ConnectEd
 - Reading Eggs

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DEPARTMENT: English

COURSE: ELA, Grade K

- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

Time Frame

4 weeks

Topic

Unit 1 Big Idea: Take a New Step
What can we learn when we try new things?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - E. Isolate and pronounce the initial, final, and medial sounds(phonemes) in spoken, single syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used

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DEPARTMENT: English

COURSE: ELA, Grade K

sounds of each consonant.

- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write common grapheme (letter or letter group) for each phoneme.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to

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COURSE: ELA, Grade K

- statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Reading:

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. 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).

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DEPARTMENT: English

COURSE: ELA Grade K

- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.MF.K.6. 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). 🌱

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 🌱
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B.. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to

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COURSE: ELA, Grade K

provide additional detail.

- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
 - Shared Read-Model Book Handling, Model Concepts of Print
- track text left to right, top to bottom and page by page.
- identify and produce rhyming words and recognize the differences in syllables, sounds and phonemes.
 - Recognize Rhyme-Sing "Animals in Motion!"
- demonstrate knowledge of syllables in a word.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently and with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- name the sound for each letter in a CVC word and then blend sounds to make a word. apply understanding of long and short vowels in common spelling.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
 - /m/ m (initial/final), /a/ a (initial/medial), /s/ s (initial)
 - phoneme isolation, blending, identity, categorization
 - Letter Song videos-*My Map*
- make predictions, focus on comprehension, focus on fluency, and make connections when reading a variety of stories: "I Can," "Can I?," "We Can," "I Can, We Can," "Sam Can See," "I Can See"
- practice letter recognition and word automaticity
- identify the high frequency words- the, we, see
- build their own word bank

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- sort pictures using photo cards

Foundational Skills: Writing Language

Students will

- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly and explore word relationships and nuances in word meanings (Grammar: Naming Words Nouns)
- categorize and sort common objects and draw conclusions about the category representations (Feeling Words, Family Words, Sensory Words)
- use new words and phrases when writing, reading, reading and responding to texts.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing and show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- use context clues to understand unknown words
- write upper and lowercase letters (Handwriting- Mm, Aa, Ss)
- participate in multisensory Activities: listening games; Telephone, "Who Stole the Cookie?;" mimicry; "Simon Says"

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why and how regarding details of a text and answer when prompted using key details from the text.
- determine and understand what key details are in a text.
- identify the author and illustrator and explain the role of the author and illustrator in creating the text.
 - analyze the text (author's craft, use illustrations, author's purpose): What About a Bear?, Pouch!
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- participate in group reading activities and articulate the purpose of group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- recognize common types of texts (identify and understand components of genre-fantasy and fable)

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COURSE: ELA, Grade K

- compare similarities and differences in character's experiences within a story and discuss similarities and differences between two texts on the same topic.
- retell a familiar story, putting key details in a sequential order.
- listen to stories read aloud-practice reading strategies (ask and answer questions), make connections to the Essential Question: "The Lion and the Mouse," "The Tortoise and the Hare," "I Smell Springtime," "Taste of Purple," "Rain" Interactive Read-Aloud Cards- "A Feast of the Senses"
- cite relevant evidence from text
- recall and retell the text
- identify character, setting, and events
- read classroom library trade books on topic
- identify genre (informational text), practice strategies (ask and answer questions), identify text features (photographs, labels), retell, make connections: "How to Be a Friend," "Baby Animals on the Move!", *Senses at the Seashore*
- cite relevant evidence from text
- make and confirm predictions

Writing

Students will

- draw, tell, write about topics that are well known and name what is being written about.
 - Write About the Text: Ideas
 - Shared/Interactive/Independent Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
 - Personal Narrative, Picture Web
 - Writing Journals: Write the Room Journal, Poetry Journal
 - Communicator/dry erase board for practice
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- supply additional information about the topic.
- add details to written stories and turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

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DEPARTMENT: English

COURSE: ELA, Grade K

- explore the use of digital tools with peers and adults to publish their writing.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
- complete research and inquiry projects: Good Friend Poster, Animal Puppet, Senses Display.

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts (build background; engage in collaborative discussions about how we can get along with friends, how baby animals move, ways we use our senses outdoors)
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts (turn and talk; retell and discuss literature stories)
- ask and answer questions about a text read aloud or information through other media to better student understanding (rhymes, songs, poems and fingerplays)
- practice asking questions for clarification and use strategies for asking questions that are on a topic.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- speak audibly to naturally express thoughts and feelings and ideas.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

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DEPARTMENT: English

COURSE: ELA, Grade K

Social Studies Learning Activities:

Unit 1 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can we get along with new friends?
- **Read & Respond to a Variety of Texts**
 - "What About Bear?"
 - "I Can"
 - "The Lion and the Mouse"
 - "How to Be a Friend"
 - "Can I?"
- **Research and Inquiry**
 - Make a "How to Be a Good Friend" poster with information and illustrations on how to be a good friend.

Alignment to Social Studies Standards:

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with

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others.
Career Readiness, Life Literacies, and Key Skills
Technology Integration
• Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts. • Students use Chromebooks to log-in and access Reading Eggs. • Students use Chromebooks to learn keyboarding skills. • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
Career Education
• CRP1. Act as a responsible and contributing citizen and employee. ○ Unit 1 Week 1-Students learn how to get along with friends and how to be a good friend. • CRP4. Communicate clearly and effectively and with reason. ○ Unit 1-Students begin to develop the ability to engage in discussions by turning and talking to classmates. Students begin to follow rules for having collaborative conversations about their reading and writing.

Time Frame	3 weeks
Topic	
Unit 2 Big Idea: Let's Explore What can you find out when you explore?	
Alignment to Standards	
<u>English Language Arts</u>	

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COURSE: ELA, Grade K

Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Orally repeat multi-syllable words and pronounce the separate syllables.
 - E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - C. Read high-frequency and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.

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- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Reading:

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why,

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COURSE: ELA, Grade K

how).

- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.MF.K.6. 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).
- RI.MF.K.6. 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). 🌱
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

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COURSE: ELA, Grade K

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
 - Shared Read-Model Book Handling and Concepts of Print: Read "Pam Can See," "We Can See!," "We Like Tam!," "I Like Sam," "Pat"
- track text left to right, top to bottom and page by page.
- name all upper and lower case letters.
- recognize the differences in syllables, sounds and phonemes and demonstrate knowledge of syllables in a word.
- demonstrate the ability to use meaning, visuals, and structure to read emergent and on-level text fluently and with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.

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COURSE: ELA, Grade K

- name the sound for each letter in a CVC word and then blend sounds to make a word.
- apply understanding of long and short vowels in common spelling.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
 - /p/ p (initial/final), /t/ t (initial/final), Review /m/, /a/, /s/, /p/, /t/ (Sound Spelling Cards)
 - phoneme isolation, blending, identity, categorization, segmentation
- practice fluency- letter recognition and word automaticity
 - Model fluency
- Identify high-frequency words- *a, like*; review all high-frequency words learned
- build your own word bank
- sort pictures using photo cards
- read decodable words in context

Foundational Skills: Writing Language

Students will

- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly and explore word relationships and nuances in word meanings (Grammar: Verbs)
- explore variations of verbs.
- distinguish between and print a variety of upper and lower case letters.
- categorize and sort common objects and draw conclusions about the category representations (Colors, Shapes, Movement Words)
- use new words and phrases when writing, reading and responding to texts.
- connect words to real-life situations (develop oral vocabulary using visual vocabulary cards)
- demonstrate convention: produce phonemes in one's own writing and show understanding of basic phonics when writing (Pp, Tt, review Mm, Aa, Ss)
- produce and expand complete sentences in shared language activities.
- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why and how regarding details of a text and answer when prompted using key details from the text.
- determine and understand what key details are in a text.
- identify the author and illustrator and explain the role of the author and illustrator in creating the text.
- identify key illustrations of a story and make clear the relationship between the

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COURSE: ELA, Grade K

- illustrations and the story or text.
- participate in group reading activities and articulate the purpose of group reading activities.
 - Close Reading Literature Big Books: *Shapes All Around*, *I Love Bugs!*
 - Listening Comprehension-Interactive Read-Aloud Cards- "Timimoto," "Kites in Flight," "From Caterpillar to Butterfly"
 - Close Reading-Listening Comprehension: Read-*The Handiest Things in the World*, "Discover with Tools," "Find the Shapes," "Bugs All Around," "Tap! Tap! Tap!"
- model and develop engaging reading habits that lead to reading texts independently.
- compare similarities and differences in character's experiences within a story and discuss similarities and differences between two texts on the same topic.
- retell a familiar story, putting key details in a sequential order.
- provide a description of characters, setting, and major events in a story using key details.
- explain how two individuals, events, ideas or information are linked together and how the individuals or ideas are the same or different.
- identify and understand components of different genres
- cite relevant evidence from text
- read classroom library trade books on topic
- use text features (headings, captions, bold print) to aid in comprehension.
- make and confirm predictions
- make text connections (Text to Poetry, Text to Fine Art, Text to Photograph)

Writing

Students will

- draw, tell, write about topics that are well known and name what is being written about.
- supply additional information about the topic.
 - Write About the Text: Ideas
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
 - Personal Narrative, Picture Web
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journals-Write the Room Journal, Poetry Journals

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COURSE: ELA, Grade K

- add details to written stories and turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- explore the use of digital tools with peers and adults to publish their writing.
- understand their role in a group project and how they will contribute from the beginning to the end.
- draw evidence from fiction/ nonfiction selection
- compose informative/explanatory text
- complete research and inquiry projects: Illustrated Tool Belt, Informational Shape Chart, Illustrated Bug Bulletin Board

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
 - Build Background-Engage in collaborative discussions about tools we use, shapes all around us, and the many kinds of bugs in this world.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification and use strategies for asking questions that are on a topic.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- speak audibly to naturally express thoughts and feelings and ideas.
- use strategies for understanding and answering questions asked of them.
- describe and tell about familiar people, places, and events.
- report facts and details about an experience.
- sing and dance to letter song videos- "Polly and Paul Play the Piano," "My Two-Ton Turtle"
- participate in multisensory activities: listening games; Telephone, "Who Stole the Cookie?;" mimicry; "Simon Says"

Assessments

Formative:

- Anecdotal notes (teacher observation)

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COURSE: ELA, Grade K

- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science Learning Activities:

Unit 2 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do tools help us to explore?
- **Read and Respond to a Variety of Texts**
 - *The Handiest Things in the World*
 - "The Carpenter"
 - "Pam Can See"
 - "Timimoto"
 - "Discover with Tools",
 - "We Can See"
- **Research and Inquiry:**
 - Design a class tool belt illustrating different types of tools and giving information about how people use these tools to solve problems.

Alignment to Science Standards:

- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Math Learning Activities:

Unit 2 Week 2

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COURSE: ELA, Grade K

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What shapes do you see around you?
- **Read & Respond to a Variety of Texts**
 - *Shapes All Around*
 - "The Big Round Sun"
 - "We Like Tam!"
 - "Kites in Flight"
 - "Find the Shapes"
 - "I Like Sam"
- **Research and Inquiry**
 - Students will create a shape chart with information and illustrations about shapes of objects in the classroom.

Alignment to Math Standards:

- K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
 - 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
 - 2. Correctly name shapes regardless of their orientations or overall size.

Science Learning Activities:

Unit 2 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What kind of bugs do you know about?
- **Read & Respond to a Variety of Texts**
 - *I Love Bugs*
 - "Pat"
 - "From Caterpillar to Butterfly"
 - "Bugs All Around"
 - "Tap! Tap! Tap!"
- **Research & Inquiry**
 - Students will create a bug bulletin board with labels and illustrations that give information about bugs.

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DEPARTMENT: English

COURSE: ELA, Grade K

Alignment to Science Standards:

- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students use Google Slides to identify shapes and sort by size, color, and other categories.
- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

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DEPARTMENT: English

COURSE: ELA, Grade K

- CRP4. Communicate clearly and effectively and with reason.
 - Unit 2-Students begin to develop the ability to engage in discussions by turning and talking to classmates. Students begin to follow rules for having collaborative conversations about their reading and writing.

Time Frame	3 weeks
Topic	
Unit 3 Big Idea: Going Places What can you learn by going to different places?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language and Writing Language</i> <i>Print Concepts</i> ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ○ A. Follow words from left to right, top to bottom, and page by page. ○ B. Recognize that spoken words are represented in written language by specific sequences of letters. ○ C. Understand that words are separated by spaces in print. <i>Phonological Awareness</i> ● L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ○ B. Count, pronounce, blend, and segment syllables in spoken words. ○ C. Blend and segment onsets and rimes of single-syllable spoken words. ○ D. Orally repeat multi-syllable words and pronounce the separate syllables. ○ E. Isolate and pronounce the initial, final, and medial sounds(phonemes) in spoken, single syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). <i>Phonics and Word Recognition</i> ● L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	

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COURSE: ELA, Grade K

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - G. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

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DEPARTMENT: English

COURSE: ELA, Grade K

- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Reading:

- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.MF.K.6. 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).
- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose

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DEPARTMENT: English

COURSE: ELA, Grade K

informative/explanatory texts to convey ideas. 

- A. Introduce a topic.
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.

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- Shared Read- Model Book Handling, Model Concepts of Print-“Can I Pat It?,” “Tim Can Tip It,” “Nat and Tip,” “Tim and Nan,” “We Go to See Nan,” “Can We Go?”
- track text left to right, top to bottom and page to page.
- demonstrate knowledge of syllables in a word and recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
 - Phonics- /i/ i (medial), /n/ n (initial/final), /k/ c (initial) (Sound Spelling Cards)
 - Letter Song videos- “Kim Hears an Insect,” “Nellie’s Nest,” “Can Your Camel Do the Can-Can?”
 - Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- Practice fluency-letter recognition and word automaticity
 - Model Fluency
- Identify high-frequency words *to, and, go*
- Build your own word bank
- Read decodable words in context

Foundational Skills: Writing Language

Students will

- use new words and phrases when writing, reading, reading and responding to texts (develop oral vocabulary using Visual Vocabulary Cards)
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations.

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- demonstrate convention: produce phonemes in one's own writing (li, Nn, Cc)
- produce and expand complete sentences in shared language activities (Grammar: Sentences)
- demonstrate convention in one's own writing: capitalization.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- categorize and sort common objects and draw conclusions about the category representations (Action Words, Sound Words, Sequence Words)
- use context clues to understand unknown words

Reading Literature and Nonfiction Text:

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.
- provide a description of characters, setting, and major events in a story using key details.
- identify the author and illustrator of a story and explain the role of the author and illustrator in creating the text.
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- describe how the illustrations explain the story or text, with support.
- participate in group group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books-Listening Comprehension- *How Do Dinosaurs Go to School?*, *Clang! Clang! Beep Beep! Beep! Listen to the City, Please Take Me for a Walk*, "Be Safe," "Field Trips," "A Neighborhood,"
 - Listening Comprehension-Interactive Read Aloud Cards- "The Boy Who Cried Wolf," "The Turtle and the Flute,"
- model and develop engaging reading habits that lead to reading texts independently.
 - Strategy: Visualize
- compare similarities and differences in character's experiences within a story.
- retell a familiar story, putting key details in a sequential order.

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COURSE: ELA, Grade K

- develop ability to recognize the reasons an author gives to support points in the text.
- discuss similarities and differences between two texts on the same topic.
- identify and understand components of different genres (fantasy)
- identify character, setting, and events
- read classroom library trade books on topic
- cite relevant evidence from text
- discuss the connections in a text
- make and confirm predictions

Writing

Students will

- draw, tell, write about topics that are well known and
- name what is being written about and supply additional information about the topic.
- tell, draw and write a story about something that happened.
 - Write About the Text: Ideas, Sentence Fluency
 - Shared Writing/Independent Writing/Interactive Writing:
 - Write About the Literature Big Book
 - Write About the Reading/Writing Workshop Book
 - Shared Writing: Personal Narrative, Complete Sentence, Opinion Sentence
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journals-Write the Room Journal, Poetry Journal
- show what happens first.
- put the pages in order.
- tell what happens last.
- add details to written stories.
- turn and talk to reflect on writing and use writing partners and teacher conferences to strengthen writing.
- understand their job in group projects and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.

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COURSE: ELA, Grade K

- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
- complete research and inquiry projects: Informational Rules Book, Informational Sounds Chart, Informational Book

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
 - Build Background-Engage in collaborative discussions about rules we follow in different places, sounds we hear, and places we go during the week.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
 - Listening Comprehension Stories- The Boy Who Cried Wolf, The Turtle and the Flute, Field Trips
- practice asking questions for clarification and use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe, tell, and explain about familiar people, familiar places, memorable and familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- speak audibly to naturally express thoughts and feelings and ideas.
- retell and discuss literature stories
- participate in multisensory Activities: listening games; Telephone, "Who Stole the Cookie?;" mimicry; "Simon Says"

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence

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COURSE: ELA, Grade K

- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Benchmark:

- DIBELS 8 Subtests:
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF-CLS & NWF-WRC)
 - Word Reading Fluency (WRF)
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities:

Unit 3 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What rules do we follow in different places?
- **Read & Respond to a Variety of Texts**
 - "Mary Had a Little Lamb"
 - *How Do Dinosaurs Go to School?*
 - "Can I Pat It?"
 - "The Boy Who Cried Wolf"
 - "Be Safe"
 - "Tim Can Tip It"
- **Research & Inquiry**
 - Make a "Rule Book" that gives information and illustrates rules at school.

Alignment to Social Studies Standards:

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are

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DEPARTMENT: English

COURSE: ELA, Grade K

necessary at home, in schools, and in communities.

- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Social Studies Learning Activities:

Unit 3 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What places do you go during the week?
- **Read & Respond to a Variety of Texts**
 - "To Market, To Market"
 - *Please Take Me for a Walk*
 - "Field Trips"
 - "A Neighborhood"
 - "We Go to See Nan"
 - "Can We Go?"
- **Research & Inquiry**
 - Make a class book that illustrates and tells where people go during the week.

Alignment to Social Studies Standards:

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms

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DEPARTMENT: English

COURSE: ELA, Grade K

through body movement.

- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

- CRP1. Act as a responsible and contributing citizen and employee
 - Unit 3 Week 1-Students learn about rules they should follow in different places-school, home, and the community.
- CRP4. Communicate clearly and effectively and with reason.
 - Unit 3-Students begin to develop the ability to engage in discussions by turning and talking to classmates. Students begin to follow rules for having collaborative conversations about their reading and writing.

Time Frame

4 weeks

Topic

Unit 4 Big Idea: Around the Neighborhood
What do you know about the people and the places in your neighborhood?

Alignment to Standards

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DEPARTMENT: English

COURSE: ELA, Grade K

English Language Arts

Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - E. Isolate and pronounce the initial, final, and medial sounds(phonemes) in spoken, single syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those

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DEPARTMENT: English

COURSE: ELA, Grade K

used to represent consonants, knowing that every syllable has a vowel.

- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - E. Produce and expand complete sentences in shared language activities
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the

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meanings.

Reading:

- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. 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). 🌱
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.

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COURSE: ELA, Grade K

- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
 - B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives and Activities

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.
- provide a description of characters, setting, and major events using key details.
 - Close Reading Literature Big Books-Listening Comprehension- *Whose*

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DEPARTMENT: English

COURSE: ELA, Grade K

Shoes? A Shoe for Every Job, What Can You Do with a Paleta?, "A World Festival," Roadwork

- Listening Comprehension-Interactive Read Aloud Cards- "Little Juan and the Cooking Pot," "The Bundle of Sticks"
- identify and explain the role of the author and illustrator of a story.
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- describe how the illustrations explain the story or text, with support.
- participate in group group reading activities and articulate the purpose of the group reading activities.
 - Close Reading-Listening Comprehension- "A Community Garden," "Workers and Their Tools"
 - Listening Comprehension-Interactive Read Aloud Cards- "Cultural Festivals"
- model and develop engaging reading habits that lead to reading texts independently.
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- compare similarities and differences in character's experiences within a story.
- retell a familiar story, putting key details in a sequential order.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- identify the main topic of a text
- retell key details in a text.
- name or illustrate some of the details about a topic.
- develop ability to recognize the reasons an author gives to support points in the text.
- discuss similarities and differences between two texts on the same topic.
- identify and understand components of different genres
- cite relevant evidence from text
- recall and retell the text
- read classroom library trade books on topic
- make and confirm predictions

Reading Foundation Skills

Students will

- understand basic print features- books have a correct position, print has

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DEPARTMENT: English

COURSE: ELA, Grade K

specific directionality, print has meaning and is made up of letters.

- Shared Read-Model Book Handling, Model Concepts of Print “Tom on Top!,” “I Can, You Can!,” “Sid,”
- track text left to right, top to bottom and page to page.
- demonstrate knowledge of syllables in a word.
- recognize the differences in syllables, sounds and phonemes.
 - Phonics- /o/ o (medial), /d/d (initial/final), review /i/, /n/, /k/, /o/, /d/ (Sound Spelling Cards)
 - Letter Song videos- “If You Take an Octopus to Dinner,” “Did You See a Dolphin?”
 - Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- practice fluency-letter recognition and word automaticity
 - Model Fluency
- identify high-frequency words- *you, do*, review all high-frequency words learned
- build your own word bank

Writing

Students will

- draw, tell, write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.

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COURSE: ELA, Grade K

- Write About the Text: Ideas, Word Choice
- Shared Writing: Descriptive Sentences, Expository Sentences
- Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
- Communicator/dry erase board for practice
- Writing Journals-Write the Room Journal, Poetry Journal
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
- complete research and inquiry projects: Informational Job Boards, Informative Our Neighbors Display, Illustrated Community Plan

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
 - Build Background-Engage in collaborative discussions about what people use to do their jobs, cultures in their neighborhood, and ways to help out in a community.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.

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DEPARTMENT: English

COURSE: ELA, Grade K

- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.
- participate in multisensory activities: Listening games: Telephone, "Who Stole the Cookie?;" mimicry; "Simon Says"

Language Foundational Skills: Reading Language & Writing Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- categorize and sort common objects and draw conclusions about the category representations (Job Words, Food Words, Position Words)
- utilize formal grammar and usage of spoken and written standard English.
- use frequently occurring nouns and verbs correctly.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing (Handwriting: Oo, Dd, Ii, Nn, Cc)
- produce and expand complete sentences in shared language activities (Grammar: Adjectives)
- demonstrate convention in one's own writing: capitalization, end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- use context clues to understand unknown words.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages

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COURSE: ELA, Grade K

- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities

Unit 4 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do people use to do their jobs?
- **Read & Respond to a Variety of Texts**
 - "Tom on Top!"
 - *Whose Shoes? A Shoe for Every Job*
 - "Little Juan and the Cooking Pot"
 - "Workers and Their Tools"
- **Research & Inquiry**
 - Create a poster that illustrates and tells about workers and the tools they use to do different kinds of jobs.

Alignment to Social Studies Standards

- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Unit 4 Week 2

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- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Who are your neighbors?
- **Read & Respond to a Variety of Texts**
 - "Sid"
 - *What Can You Do with a Paleta?*
 - "Cultural Festivals"
 - "A World Festival"
- **Research & Inquiry**
 - Create a display that illustrates and tells about people and places in the neighborhood.

Alignment to Social Studies Standards

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 4 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can people help to make your community better?
- **Read & Respond to a Variety of Texts**
 - "I Can, You Can!"
 - *Roadwork*
 - "The Bundle of Sticks"
 - "A Community Garden"
- **Research & Inquiry**
 - Create a plan that illustrates and tells how children plan to improve something in the community.

Alignment to Social Studies Standards

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

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COURSE: ELA, Grade K

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

21st Century Skills

- 9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 - Unit 4 Week 1-Students engage in reading, writing, and speaking activities about what people use to do their jobs.
- 9.2.4.A.2 - Identify various life roles and civic and work - related activities in the school, home, and community.
 - Unit 4 Week 3-Students engage in reading, writing, and speaking activities about how people can work together to improve their community.

Technology Integration

- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

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COURSE: ELA, Grade K

- CRP1. Act as a responsible and contributing citizen and employee
 - Unit 4 Week 3-Students engage in reading, writing, and speaking activities about how people can work together to improve their community.
- CRP4. Communicate clearly and effectively and with reason.
 - Unit 4-Students begin to develop the ability to engage in discussions by turning and talking to classmates. Students begin to follow rules for having collaborative conversations about their reading and writing.

Time Frame	4 weeks
Topic	
Unit 5 Big Idea: Wonders of Nature What kinds of things can you find growing in nature?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language & Writing Language</i> <i>Print Concepts</i> ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ○ A. Follow words from left to right, top to bottom, and page by page. ○ C. Understand that words are separated by spaces in print. <i>Phonological Awareness.</i> ● L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ○ A. Recognize and produce rhyming words. ○ B. Count, pronounce, blend, and segment syllables in spoken words. ○ C. Blend and segment onsets and rimes of single-syllable spoken words. ○ D. Orally repeat multi-syllable words and pronounce the separate syllables. ○ F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <i>Phonics and Word Recognition</i>	

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COURSE: ELA, Grade K

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - F. Write sentences with increasing complexity.

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COURSE: ELA, Grade K

- I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - B. Form regular plural nouns orally by verbs. adding -s or -es (e.g., dog, dogs; wish, wishes).
 - E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Reading:

- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.TS.K.4. Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a

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COURSE: ELA, Grade K

story and define the role of each in telling the story.

- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. 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).
- RI.MF.K.6. 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). 🌱
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic.
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger

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COURSE: ELA, Grade K

groups. 

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters.
- track text left to right, top to bottom and page to page.
 - Shared Read- "Hop Can Hop!," "Ed and Ned," "Ron with Red"
- demonstrate knowledge of syllables in a word and recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- use specific strategies for decoding words, including letter sound correspondence.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text (*my, are, with, he*)
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.

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COURSE: ELA, Grade K

- Phonics- /e/ e (medial), /h/ h (initial), /f/ f (initial/final), /r/ r (initial/final) (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition
- Letter Song videos- "A Hippo in the House," "Scrambled Eggs Fried Eggs," "A Rose," "Let's Build a Fire"
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- practice fluency- letter and word Automaticity, Model Fluency
- build your own word banks
- read decodable words in context

Foundational Skills: Writing Language

Students will

- use new words and phrases when writing, reading, reading and responding to texts.
- categorize and sort common objects and draw conclusions about the category representations (Size Words, Tree Parts, Food Words)
- utilize formal grammar and usage of spoken and written standard English (Grammar: Pronouns)
- use frequently occurring nouns and verbs correctly.
- understand and use question words (e.g., who, what, where, when, why, how) appropriately.
- explore word relationships and nuances in word meanings.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing (Handwriting- Hh, Ee, Ff, Rr)
- produce and expand complete sentences in shared language activities.
- demonstrate convention in one's own writing: capitalization.
- demonstrate convention: show understanding of basic phonics when writing.
- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what,

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COURSE: ELA, Grade K

where, when, why, and how.

- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.
- provide a description of characters, setting, and major events using key details.
- identify and explain the author and illustrator of a story.
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- describe how the illustrations explain the story or text, with support.
- participate in group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books-Listening Comprehension- *My Garden*
 - Read poetry: "Tommy," "Maytime Magic," "The Seed," "Garden"
 - Listening Comprehension-Interactive Read-Aloud Cards: "The Pine Tree"
 - Close Reading Literature Big Books-Listening Comprehension-*A Grand Old Tree*, "From a Seed to a Tree," *An Orange in January*, "Farmers' Market"
 - Listening Comprehension-Interactive Read-Aloud Cards: "Growing Plants," "Farms Around the World"
- model and develop engaging reading habits that lead to reading texts independently.
 - Strategy: Reread
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- retell a familiar story, putting key details in a sequential order.
- identify the main topic of a text and retell key details in a text.
- name or illustrate some of the details about a topic.
- discuss similarities and differences between two texts on the same topic.
- identify and understand components of different genres
- cite relevant evidence from text
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.

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COURSE: ELA, Grade K

- show what happens first.
- put the pages in order.
- tell what happens last.
- add details to written stories.
 - Write About the Text: Organization, Ideas,
 - Shared Writing: Poems, Opinions About a Book, Story Sentences
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journals-Write the Room Journal, Poetry Journal
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- express opinion or likes and dislikes about a topic or book.
- state an opinion or preference.
- dictate thinking and/or illustrate ideas and write ideas.
- choose self-selected topics.
- begin to develop the ability to support opinion or preference with a reason.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support
- draw evidence from fiction/ nonfiction selections
- complete research and inquiry projects: Informative Plant Poster, Informative Tree Life Cycle Display, Illustrated Fruit Basket
- compose informative/explanatory text

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and

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DEPARTMENT: English

COURSE: ELA, Grade K

group discussion

- Build Background-Engage in collaborative discussions about what living things need to grow, how trees change as they grow, and the kinds of things that grow on a farm.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe and tell about familiar people, places, and events
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Benchmarks:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science Learning Activities:

Unit 5 Week 1

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COURSE: ELA, Grade K

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do living things need to grow?
- **Read & Respond to a Variety of Texts**
 - "Hop Can Hop!"
 - *My Garden*
 - "Growing Plants"
 - "Tommy"
 - "Maytime Magic"
 - "The Seed"
 - "Garden"
- **Research & Inquiry**
 - Create a poster that illustrates and gives information about what plants need to grow.

Alignment to Science Standards:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Science Learning Activities:

Unit 5 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do living things change as they grow?
- **Read & Respond to a Variety of Texts**
 - "Ed and Ned"
 - *A Grand Old Tree*
 - "The Pine Tree"
 - "From a Seed to a Tree"
- **Research & Inquiry**
 - Create a poster that illustrates and gives information about the life cycle of an apple tree.

Alignment to Science Standards:

- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

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DEPARTMENT: English

COURSE: ELA, Grade K

Science Learning Activities:

Unit 5 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What kinds of things grow on a farm?
- **Read & Respond to a Variety of Texts**
 - "Ron with Red"
 - *An Orange in January*
 - "Farms Around the World"
 - "Farmers Market"
- **Research & Inquiry**
 - Create a fruit basket that illustrates and gives information about different foods.

Alignment to Science Standards:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students use Chromebooks to access ConnectEd media to practice and

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COURSE: ELA, Grade K

reinforce skills and concepts.

- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

- CRP4. Communicate clearly and effectively and with reason.
 - Unit 5-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules for having collaborative conversations about their reading and writing.

Time Frame

4 weeks

Topic

Unit 6 Big Idea: Weather for all Seasons
How do weather and seasons affect us?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - E. Isolate and pronounce the initial, final, and medial sounds(phonemes) in spoken, single syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).
 - F. Add or substitute individual sounds (phonemes) in simple,

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COURSE: ELA, Grade K

one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - C. Read high-frequency and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - F. Write sentences with increasing complexity.

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DEPARTMENT: English

COURSE: ELA Grade K

- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - B. Form regular plural nouns orally by verbs. adding -s or -es (e.g., dog, dogs; wish, wishes).
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading:

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why,

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how).

- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.MF.K.6. 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).
- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - B. Provide limited details of experiences, events, or characters.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. . With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
 - B. Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to

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provide additional detail.

- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- track text left to right, top to bottom and page to page and recognize that spaces separate the words.
 - Shared Read-Model Book Handling, Model Concepts of Print- "Is It Hot?," "Kim and Nan," "Mack and Ben"
- demonstrate knowledge of syllables in a word and recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text (*is, little, she, was*, review all)
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.
 - Phonics- /l/ l (initial), /b/ b (initial/final), /k/ c, ck (initial/final), review /h/, /e/, /f/ (Sound Spelling Cards)
 - Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition
 - Letter Song videos- "Play Ball!," "I Licked a Lemon," "Koala"
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- use specific strategies for decoding words, including letter sound

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correspondence.

- practice fluency-letter recognition and word automaticity
 - Model Fluency
- Build your own word bank

Foundational Skills: Writing Language

Students will

- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English (Grammar: Proper Nouns, Nouns)
- use frequently occurring nouns and verbs correctly.
- form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- understand and use question words (e.g., who, what, where, when, why, how) appropriately.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing (Handwriting- Ll, Bb, Kk, Hh, Ee, Ff, Rr)
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- categorize and sort common objects and draw conclusions about the category representations (Seasonal Words, Weather Words, Question Words)
- explore word relationships and nuances in word meanings.
- use context clues to understand unknown words.

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.

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- describe how the illustrations explain the story or text, with support.
- participate in group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books-Listening Comprehension- *Mama, Is It Summer Yet?, Rain, Waiting Out the Storm*
 - Read poetry: "New Snow," "Rain Song," "Covers," "Honey, I Love"
 - Listening Comprehension-Interactive Read Aloud Cards- "The Frog and the Locust"
 - Close Reading-Listening Comprehension- "Cloud Watch," "Be Safe in Bad Weather"
- model and develop engaging reading habits that lead to reading texts independently.
 - Strategy: Visualize
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic
- identify and explain the role of the author and illustrator in creating the text.
- discuss similarities and differences between two texts on the same topic.
- identify and understand components of different genres
- cite relevant evidence from text
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- express opinion or likes and dislikes about a topic or book.

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- state an opinion or preference.
 - Write About the Text: Voice
 - Shared Writing: Opinions Sentences, Personal Narratives, Weather Report
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journals-Write the Room Journal, Poetry Journal
- dictate thinking and/or illustrate ideas and write ideas.
- choose self-selected topics.
- begin to develop ability to support opinion or preference with a reason.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- complete research and inquiry projects: Informative Seasons Chart, Informative Wind Chart, Informative Rules Book
- compose informative/explanatory text

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
 - Listening Comprehension Stories- A Tour of the Seasons, The Frog and the Locust, Rainbow Crow
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and group discussion
 - Build Background: Engage in collaborative discussions about how the seasons are different, different kinds of weather, and how to stay safe in bad weather.

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- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe and tell about familiar people, places, and events
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- ConnectEd Observational Rubrics
- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science Learning Activities:

Unit 6 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How are the seasons different?
- **Read & Respond to a Variety of Texts**
 - "Is It Hot?"

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COURSE: ELA, Grade K

- *Mama, Is It Summer Yet?*
- "A Tour of the Seasons"
- "New Snow"
- "Rain Song"
- "Covers"
- "Honey, I Love You"
- **Research & Inquiry**
 - Create a chart illustrating and giving information about the characteristics of different seasons.

Alignment to Science Standards:

- K-PS3-1 - Make observations to determine the effect of sunlight on Earth's surface.
- K-ESS2-1 - Use and share observations of local weather conditions to describe patterns over time.

Science Learning Activities:

Unit 6 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What happens in different types of weather?
- **Read & Respond to a Variety of Texts**
 - "Kim and Nan"
 - *Rain*
 - "The Frog and the Locust"
 - "Cloud Watch"
- **Research & Inquiry**
 - Students will create a wind chart to show how strong the wind is in one day.

Alignment to Science Standards:

- K-ESS2-1 - Use and share observations of local weather conditions to describe patterns over time.

Science Learning Activities:

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COURSE: ELA, Grade K

Unit 6 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can you stay safe in bad weather?
- **Read & Respond to a Variety of Texts**
 - "Mack and Ben"
 - *Waiting Out the Storm*
 - "Rainbow Crow"
 - "Be Safe in Bad Weather"
- **Research & Inquiry**
 - Students will create a safety book about how to stay safe in bad weather.

Alignment to Science Standards:

- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.

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COURSE: ELA, Grade K

- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

- CRP4. Communicate clearly and effectively and with reason.
 - Unit 6-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules for having collaborative conversations about their reading and writing.

Time Frame	4 weeks
Topic	
Unit 7 Big Idea: The Animal Kingdom What are different kinds of animals?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language & Writing Language</i> <i>Print Concepts</i> • L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ◦ B. Recognize that spoken words are represented in written language by specific sequences of letters. <i>Phonological Awareness</i> • L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ◦ C. Blend and segment onsets and rimes of single-syllable spoken words. ◦ F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <i>Phonics and Word Recognition</i>	

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COURSE: ELA, Grade K

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - D. Use end punctuation.
 - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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COURSE: ELA, Grade K

- I. With support, distinguish between a complete sentence and a sentence fragment.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading:

- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.ITK.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

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COURSE: ELA, Grade K

- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Writing:

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on a topic or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under

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DEPARTMENT: English

COURSE: ELA, Grade K

discussion).

- B. Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- track text left to right, top to bottom and page to page and recognize that spaces separate the words.
 - Shared Read-Model Book Handling, Model Concepts of Print: "A Pup and a Cub," "I Hug Gus," "A Vet in a Van"
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text (for, have, of, they, said, want)
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- use specific strategies for decoding words, including letter sound correspondence.

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COURSE: ELA Grade K

- Phonics- /u/ u (initial/medial), /g/ g (initial/final), /w/ w (initial), /x/ x (final), /v/ v (initial) (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution
- Letter Song videos- "My Umbrella," "Get a Guitar," "What Can You See Out Your Window?," "Freddy the Fox," "It's A Volcano"
- practice fluency- letter recognition and word automaticity
 - Model Fluency
- produce phonemes in one's own writing (Handwriting- Uu, Gg, Ww, Xx, Vv)
- build your own word bank

Foundational Skills: Writing Language

Students will

- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English (Grammar: Verbs)
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations.
- demonstrate convention: produce phonemes in one's own writing.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- categorize and sort common objects and draw conclusions about the category representations (Animal Parts, Pet Words, Animal Homes)
- explore word relationships and nuances in word meanings
- develop oral vocabulary: Visual Vocabulary Cards
- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.

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COURSE: ELA, Grade K

- participate in group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books- *The Birthday Pet*, *Bear Snores On*
 - Read poetry: "Mischievous Goat," "Kitty Caught a Caterpillar"
 - Close Reading Literature Big Books-*ZooBorns!*, "Animal Homes"
 - Listening Comprehension-Interactive Read-Aloud Cards: "Baby Farm Animals,"
- model and develop engaging reading habits that lead to reading texts independently.
- participate in group reading activities and articulate the purpose of the group reading activities.
- model and develop engaging reading habits that lead to reading texts independently.
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic
- identify and explain the role of the author and illustrator in creating the text.
- provide a description of characters, setting, and major events in a story using key details.
- discuss similarities and differences between two texts on the same topic.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- identify and understand components of different genres
- cite relevant evidence from text
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words

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DEPARTMENT: English

COURSE: ELA, Grade K

- Communicator/dry erase board for practice
- Writing Journal
- Write the Room Journal
- Poetry Journal
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- express opinion or likes and dislikes about a topic or book.
- state an opinion or preference.
- dictate thinking and/or illustrate ideas and write ideas.
- choose self-selected topics.
- begin to develop the ability to support opinion or preference with a reason.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
 - Write About the Text: Word Choice, Action Words
 - Shared Writing: Write an Animal Card, Write Questions and Answers
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- complete research and inquiry projects: Informative Animal Features Report, Informative Pet Poster, Informative Habitat Diorama

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and group discussion

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COURSE: ELA, Grade K

- Build Background-Engage in collaborative discussions about how animals are alike and different,
- ask and answer questions about a text read aloud or information through other media to better student understanding.
 - Listening Comprehension Stories- Baby Animals, The Family Pet, Anansi: An African Tale
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people, tell about familiar places, describe memorable events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- ConnectEd Observational Rubrics
- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science Learning Activities:

Unit 7 Week 1

- **Build Background & Engage in Collaborative Conversations**

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COURSE: ELA, Grade K

- Essential Question: How are some animals alike and how are they different?
- **Read & Respond to a Variety of Texts**
 - "A Pup and a Cub"
 - *ZooBorns!*
 - "Mischievous Goat"
 - "Over in the Meadow"
 - "Kitty Caught a Caterpillar"
- **Research & Inquiry**
 - Students will research an animal and provide facts and illustrations about their features.

Alignment to Science Standards:

- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Science Learning Activities:

Unit 7 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do you take care of different kinds of pets?
- **Read & Respond to a Variety of Texts**
 - "I Hug Gus!"
 - *The Birthday Pet*
 - "The Family Pet"
 - "The Perfect Pet"
- **Research & Inquiry**
 - Students will create a "Pet-Care" poster that illustrates and gives information on how to take care of a pet.

Alignment to Science Standards:

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

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COURSE: ELA, Grade K

Science Learning Activities:

Unit 7 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Where do animals live?
- **Read & Respond to a Variety of Texts**
 - "A Vet in a Van"
 - *Bear Snores On*
 - "Anansi: An African Tale"
 - "Animal Homes"
- **Research & Inquiry**
 - Students will create a diorama that illustrates and gives information about animal habitats.

Alignment to Science Standards:

- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students use Chromebooks to access ConnectEd media to practice and

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COURSE: ELA, Grade K

reinforce skills and concepts.

- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- Students will identify a search term when researching about animals.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**
- **9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.**

Career Education

- CRP4. Communicate clearly and effectively and with reason.
 - Unit 7-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules for having collaborative conversations about their reading and writing.

Time Frame	3 weeks
Topic	
Unit 8 Big Idea: From Here to There Where can you go that is near and far?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language & Writing Language</i> <i>Print Concepts</i> • L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ◦ D. Recognize and name all upper- and lowercase letters of the alphabet. <i>Phonological Awareness</i> • L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ◦ A. Recognize and produce rhyming words.	

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DEPARTMENT: English

COURSE: ELA, Grade K

- C. Blend and segment onsets and rimes of single-syllable spoken words.
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - C. Read high-frequency and grade level irregular words with automaticity.
 - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - D. Writing frequently used words accurately.
 - F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

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COURSE: ELA, Grade K

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - E. Produce and expand complete sentences in shared language activities.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading:

- RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, when, why, how).

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COURSE: ELA Grade K

- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.ITK.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.MF.K.6. 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).
- RI.MF.K.6. 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). 🌱
- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph,

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COURSE: ELA, Grade K

video, book).

- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
- B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
 - Shared Read-Model Book Handling, Model Concepts of Print “Dad Got a Job,” “Pack a Bag,” “Up! Up! Up!”
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- recognize specific words in a sentence or text.
- name all upper and lower case letters.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text (*here, me, this, what*, review all)

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COURSE: ELA Grade K

- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.
 - Phonics- /j/ j (initial), /kw/ qu (initial), /y/ y (initial), /z/ z (initial), review /u/, /g/, /w/, /x/, /v/ (Sound Spelling Cards)
 - Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution
 - Letter Song videos- "Everybody Jump," "The Queen is Taking a Walk," "If You Have a Yo-Yo," "The Zipper Got Stuck"
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- use specific strategies for decoding words, including letter sound correspondence.
- practice fluency- letter recognition and word automaticity
 - Model Fluency-Prosody
- build your own word bank

Foundational Skills: Writing Language

Students will

- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English (Grammar: Sentences with Prepositions)
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations (develop oral vocabulary: Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- print a variety of upper and lowercase letters.
- distinguish between upper and lowercase letters (Handwriting- Jj, Qq, Yy, Zz, review Uu, Gg, Ww, Xx, Vv)
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off,

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COURSE: ELA, Grade K

for, of, by, with).

- show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.
- categorize and sort common objects and draw conclusions about the category representations (Vehicles, Ordinal Numbers, Opposites)
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.
- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine what key details are in a text.
- understand what key details are.
- ask and answer questions about key details, with support.
- participate in group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books-Listening Comprehension- "From Here to There," *Ana Goes to Washington D.C.*, "See Our Country," "Day and Night Sky"
 - Close Reading Literature Big Books-Listening Comprehension- *When Daddy's Truck Picks Me Up*, , *Bringing Down the Moon*
 - Listening Comprehension Stories-Interactive Read-Aloud Cards-"The King of the Winds"
 - Listening Comprehension-Interactive Read-Aloud Cards- "The Best of the West," "A View from the Moon"
- model and develop engaging reading habits that lead to reading texts independently.
 - Strategies: Make, Confirm, Revise Predictions, Reread
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic
- identify the author and illustrator of a story.
- explain the role of the author and illustrator in creating the text.

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COURSE: ELA, Grade K

- provide a description of characters, setting, and major events in a story using key details.
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- discuss similarities and differences between two texts on the same topic.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
 - Text Features-Headings, Captions
- develop the ability to recognize the reasons an author gives to support points in the text.
- identify and understand components of different genres
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing
 - Write About the Text: Sentence Fluency
 - Shared Writing: Write a Personal Narrative, Write a Travel Poster, Write a Counting Book
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
 - Shared Writing/Independent Writing/Interactive Writing: Write About the

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COURSE: ELA, Grade K

Literature Big Book, Write About the Reading/Writing Workshop Book

- complete research and inquiry projects: Informative "How We Go" Poster, Informational Travel Book, Illustrated Sky Display

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and group discussion
 - Build Background-Engage in collaborative discussions about different types of vehicles that can be used for transportation, different symbols that represent the USA, and objects in the sky.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

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COURSE: ELA, Grade K

Summative:

- Unit Assessments

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities:

Unit 8 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can help you go from here to there?
- **Read & Respond to a Variety of Texts**
 - "Dad Got a Job"
 - *When Daddy's Truck Picks Us Up*
 - "The King of the Winds"
 - "From Here to There"
- **Research & Inquiry**
 - Students will create a "How We Go" poster illustrating and giving information about different types of transportation.

Alignment to Social Studies Standards:

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Social Studies Learning Activities:

Unit 8 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do you know about our country?
- **Read & Respond to a Variety of Texts**
 - "Pack a Bag!"
 - *Anna Goes to Washington, D.C.*
 - "The Best of the West"
 - "See Our Country"

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COURSE: ELA, Grade K

- **Research & Inquiry**

- Students will create a travel book that illustrates and gives information about a place in our country.

Alignment to Social Studies Standards:

- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

Science Learning Activities:

Unit 8 Week 3

- **Build Background & Engage in Collaborative Conversations**

- Essential Question: What do you see in the sky?

- **Read & Respond to a Variety of Texts**

- "Up! Up! Up!"
- *Bringing Down the Moon.*
- "A View from the Moon"
- "Day and Night Sky"

- **Research & Inquiry**

- Students will create a sky display that illustrates and gives information about the objects they see in the sky and how it affects Earth's surface.

Alignment to Science Standards:

- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with

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DEPARTMENT: English

COURSE: ELA, Grade K

others.
Career Readiness, Life Literacies, and Key Skills
Technology Integration
- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts. - Students use Chromebooks to log-in and access Reading Eggs. - Students use Chromebooks to practice keyboarding skills. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
Career Education
- CRP4. Communicate clearly and effectively and with reason. - Unit 8-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules for having collaborative conversations about their reading and writing.

Time Frame	4 weeks
Topic	
Unit 9 Big Idea: Things Change How do things change?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language & Writing Language</i> <i>Print Concepts</i> L.RF.K.1. Demonstrate understanding of the organization and basic features of	

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DEPARTMENT: English

COURSE: ELA, Grade K

print.

- B. Recognize that spoken words are represented in written language by specific sequences of letters.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - D. Orally repeat multi-syllable words and pronounce the separate syllables.
 - F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be

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COURSE: ELA, Grade K

spelled with a single letter, o).

- D. Writing frequently used words accurately.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - F. Write sentences with increasing complexity.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so and because).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Produce and expand complete sentences in shared language activities
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Reading:

- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major

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events in a story.

- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RI.MF.K.6. 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). 🌱
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱
 - A. Introduce a topic
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - B. Provide limited details of experiences, events, or characters.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

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Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
 - Shared Read-Model Book Handling, Model Concepts of Print- “Jake and Dale Help,” “We Can Play,” “Look, A Home!”
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- recognize specific words in a sentence or text.
- name all upper and lower case letters.
- associate a letter with a sound and apply these sounds when decoding words.
 - Letter Song videos- “Riding on a Train,” “High Five,” “A Goat in a Boat”
- identify common high-frequency words by sight in isolation and also in a text (*help, too, has, play, where, look*)
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.

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COURSE: ELA Grade K

- Phonics- /a/ a_e, /i/ i_e, /o/ o_e (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- track text left to right, top to bottom and page to page.
- use specific strategies for decoding words, including letter sound correspondence.
- practice fluency- letter recognition and word automaticity
 - Model Fluency-Prosody
- build your own word bank

Foundational Skills: Writing Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English (Grammar: Adjectives)
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing.
- demonstrate convention in one's own writing: end punctuation.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- print a variety of upper and lowercase letters.
- distinguish between upper and lowercase letters (Handwriting- Aa, Ii, Oo)
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.
- understand and use question words (e.g., who, what, where, when, why, how) appropriately.

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COURSE: ELA, Grade K

- identify new meanings for familiar words.
- apply new meanings to familiar words accurately.
- use frequently occurring affixes as clues to define unknown words.
- categorize and sort common objects and draw conclusions about the category representations.
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.
- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
- ask and answer questions about key details, with support.
- participate in group reading activities and articulate the purpose of the group reading activities.
 - Close Reading Literature Big Books-Listening Comprehension- "Team Up to Clean Up"
 - Listening Comprehension-Interactive Read-Aloud Cards- "Helping Out at Home,"
- model and develop engaging reading habits that lead to reading texts independently.
 - Strategy: Reread
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic.
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- identify and explain the role of the author and illustrator of a story.
- provide a description of characters, setting, and major events in a story using key details.
- discuss similarities and differences between two texts on the same topic.
 - Close Reading Literature Big Books-Listening Comprehension-*Peter's Chair*, "The Clean Up," *Hen Hear Gossip*, *Bread Comes to Life*

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- Listening Comprehension-Interactive Read-Aloud Cards- “The Little Red Hen,” “Spider Woman Teaches the Navajo”
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc).
- develop the ability to recognize the reasons an author gives to support points in the text.
- identify and understand components of different genres
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
 - Write About the Text: Sentence Fluency
 - Shared Writing: Write an Opinion about a Book, Write a Story, Write a Recipe
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journal: Write the Room Journal, Poetry Journal
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting).

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COURSE: ELA, Grade K

- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
- complete research and inquiry projects: Author Study Bulletin Board, Informational Citizenship Poster, Illustrated Fabric Wall

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and group discussion
 - Build Background-Engage in collaborative discussions about chores that children do to help out at home, ways to be good citizens and show respect, and how things in nature can be used to make new things.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe familiar people, places, and events
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

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COURSE: ELA, Grade K

Summative:

- Unit Assessments

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities:

Unit 9 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do good citizens do?
- **Read & Respond to a Variety of Texts**
 - "We Can Play"
 - *Hen Hears Gossip*
 - "The Little Red Hen"
 - "Team Up to Clean Up"
- **Research & Inquiry**
 - Students will create a citizenship poster that illustrates and gives information about being good citizens by being aware of bullying.

Alignment to Social Studies Standards:

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science Learning Activities:

Unit 9 Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can things in nature be used to make new things?
- **Read & Respond to a Variety of Texts**
 - "Look! A Home!"
 - *Bread Comes to Life*

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COURSE: ELA, Grade K

- "Spider Woman Teaches the Navajo"
- "Nature Artists"
- **Research & Inquiry**
 - Students will create a fabric wall illustrating and giving information about where fabric used to make clothes comes from.

Alignment to Science Standards:

- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

- Unit 9 Week 2-Students engage in reading, writing, and speaking activities about what good citizens do. Students learn how to be aware of bullying.
- **9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

Technology Integration

- Students use Google Slides to identify shapes and sort by size, color, and other categories.
- Students use Chromebooks to access ConnectEd media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.

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COURSE: ELA, Grade K

- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

- CRP1. Act as a responsible and contributing citizen and employee
 - Unit 9 Week 2-Students engage in reading, writing, and speaking activities about what good citizens do. Students learn how to be aware of bullying.
- CRP4. Communicate clearly and effectively and with reason.
 - Unit 9-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules for having collaborative conversations about their reading and writing.

Time Frame

4 weeks

Topic

Unit 10 Big Idea: Thinking Outside the Box
How can new ideas help us?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language & Writing Language

Print Concepts

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - F. Add or substitute individual sounds (phonemes) in simple,

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COURSE: ELA, Grade K

one-syllable words to make new words.

Phonics and Word Recognition

- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Sound-Letter Basics

- L.WF.K.1. Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - F. Orally segment all the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - D. Writing frequently used words accurately.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.K.3. Demonstrate command of the conventions of sentence composition.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.

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COURSE: ELA, Grade K

- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Reading:

- RL.CR.K.1. With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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COURSE: ELA, Grade K

- RL.MF.K.6. 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).
- RI.MF.K.6. 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). 
- RL.CT.K.8 With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.AA.K.7. . With prompting and support, identify the reasons an author gives to support points in a text.

Writing:

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 
 - B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.WP.K.4. With prompts and support, recognize that writing carries a message and should make sense to others.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening:

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 
 - B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand basic print features- books have a correct position, print has specific directionality, print has meaning and is made up of letters in a specific order.
- recognize the differences in syllables, sounds and phonemes.
- identify and produce rhyming words.
- demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.
- recognize specific words in a sentence or text.
- name all upper and lower case letters.
- associate a letter with a sound and apply these sounds when decoding words.
- identify common high-frequency words by sight in isolation and also in a text.
- isolate and produce the initial, medial, and final sounds in three-phoneme words (CVC words).
- demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.
- name the sound for each letter in a CVC word and then blend sounds to make a word.
- create new one-syllable words by adding or substituting phonemes.
- compare similarly spelled words by identifying letter sounds that differ.
- apply understanding of long and short vowels in common spelling.
- track text left to right, top to bottom and page to page.
- use specific strategies for decoding words, including letter sound correspondence.
- Phonics- /u/ u_e, /e/ ee, e_e, review /a/ a_e, /i/ i_e, /o/ o_e (Sound Spelling Cards)
- Phonemic Awareness- phoneme isolation, blending, identity, categorization, segmentation, addition, substitution

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DEPARTMENT: English

COURSE: ELA, Grade K

- Fluency- Letter and Word Automaticity, Model Fluency, Prosody
- Letter Song videos- "The Shapes Threw a Party"
- Shared Read-Model Book Handling, Model Concepts of Print-"A Good Time for Luke," We Come on Time, Who Can Help?
- High Frequency Word Cards- *good, who, come, does*, review all
- Handwriting- Uu, Ee, review Aa-Zz
- build your own word bank

Foundational Skills: Writing Language

Students will

- listen, share and read a variety of texts.
- highlight.
- use new words and phrases when writing, reading, reading and responding to texts.
- utilize formal grammar and usage of spoken and written standard English (Grammar: Pronouns)
- use frequently occurring nouns and verbs correctly.
- connect words to real-life situations (develop oral vocabulary using Visual Vocabulary Cards)
- demonstrate convention: produce phonemes in one's own writing.
- demonstrate convention: show understanding of basic phonics when writing.
- produce and expand complete sentences in shared language activities.
- print a variety of upper and lowercase letters.
- distinguish between upper and lowercase letters.
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.
- understand and use question words (e.g., who, what, where, when, why, how) appropriately.
- identify new meanings for familiar words.
- apply new meanings to familiar words accurately.
- use frequently occurring affixes as clues to define unknown words.
- categorize and sort common objects and draw conclusions about the category representations (Question Words, Opposites, Baby Animals)
- explore word relationships and nuances in word meanings.
- relate nouns and verbs to their antonyms.

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DEPARTMENT: English

COURSE: ELA, Grade K

- use context clues to understand unknown words

Reading Literature and Informational Text

Students will

- ask and prompt who, what, where, when, why, and how regarding details of a text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details when prompting with who, what, where, when, why, and how.
- determine and understand what key details are in a text.
 - Close Reading Literature Big Books-Listening Comprehension- *What's the Big Idea, Molly?, All Kinds of Families!*
 - Listening Comprehension-Interactive Read-Aloud Cards-"The Elves and the Shoemakers"
 - Close Reading Literature Big Books-Listening Comprehension-"Good for You," *Panda Kindergarten*, "Save Big Blue!"
 - Listening Comprehension-Interactive Read-Aloud Cards-"The Perfect Color," "Protect the Environment"
- participate in and articulate the purpose of group reading activities.
- model and develop engaging reading habits that lead to reading texts independently
 - Strategy: Make, Confirm, Revise Predictions
 - Strategy: Reread
- retell a familiar story, putting key details in a sequential order.
- compare similarities and differences between two texts on the same topic.
- provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.
- use strategies when faced with an unknown word.
- identify key illustrations of a story and make clear the relationship between the illustrations and the story or text.
- describe how the illustrations explain the story or text, with support.
- recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).
- identify and explain the role of the author and illustrator in creating the text.
- provide a description of characters, setting, and major events in a story using key details.
- discuss similarities and differences between two texts on the same topic.
- identify the main print concepts/features of a book (e.g., front cover, back

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cover, title, etc).

- develop the ability to recognize the reasons an author gives to support points in the text.
- identify and understand components of different genres
- read classroom library trade books on topic
- make and confirm predictions

Writing

Students will

- tell, draw, and write a story about something that happened.
 - Write About the Text: Word Choice, Voice, Sentence Fluency
 - Write a Story with Dialogue
- show what happens first.
- put the pages in order.
- tell what happens last.
- draw, tell, and write about topics that are well known.
 - Shared Writing: Write an Opinion Poster, Write a Thank-you Note
- name what is being written about.
- supply additional information about the topic.
- add details to written stories.
 - Shared Writing/Independent Writing/Interactive Writing: Write About the Literature Big Book, Write About the Reading/Writing Workshop Book
- turn and talk to reflect on writing.
- use writing partners and teacher conferences to strengthen writing.
 - Writing activity sheets: stroking, left to right directionality, practice printing name, letters and words
 - Communicator/dry erase board for practice
 - Writing Journal: Write the Room Journal, Poetry Journal
- understand their job and how they will contribute to the project from the beginning to end.
- explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, "log in" to programs, computer stations, and handheld devices and engage in digital meeting).
- use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.
- draw evidence from fiction/ nonfiction selections
- compose informative/explanatory text
- complete research and inquiry projects: Problem-Solving Poster, Informational

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Sorting Chart, Informational Earth Display

Speaking and Listening

Students will

- participate in a variety of rich structured conversations about grade appropriate topics and texts.
- follow agreed upon rules for listening to others and taking turns speaking about topics and texts.
- engage in collaborative conversations, developing skills in active listening and group discussion
 - Build Background-Engage in collaborative discussions about why it is important to listen to other people's' opinions when you work together, ways to sort similar things, such as size, shape, or color, and how they can help care for the earth.
- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- describe and tell about familiar people, places, and memorable events
- report facts and details about an experience.
- construct drawings or gather other visual media when describing.
- present information to others using appropriate visual displays to add detail.
- express thoughts and feelings and ideas.
- speak audibly to naturally express ideas.

Assessments

Formative:

- Anecdotal notes (teacher observation)
- Your Turn Practice Book Pages
- Sentence Starters to Support Citing Text Evidence
- Close Reading Companion Pages
- Writing or Drawing in Response to Text

Summative:

- Unit Assessments

Benchmarks:

- DIBELS 8 Subtests:

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- Letter Naming Fluency (LNF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF-CLS & NWF-WRC)
- Word Reading Fluency (WRF)
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities:

Unit 10 Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can happen when we work together?
- **Read & Respond to a Variety of Texts**
 - "A Good Time for Luke!"
 - *What's the Big Idea, Molly?*
 - "The Elves and the Shoemakers"
 - "The Variety Show"
- **Research & Inquiry**
 - Students will create a poster that illustrates and gives information about how children can work together to solve a problem.

Alignment to Social Studies Standards:

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Math Learning Activities:

Unit 10 Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: In what ways are things alike? How are they different?

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- **Read & Respond to a Variety of Texts**

- "We Come on Time!"
- *All Kinds of Families!*
- "The Perfect Color"
- "Good for You"

- **Research & Inquiry**

- Students will create a sorting chart that illustrates and gives information about different types of classroom materials.

Alignment to Mathematic Standards:

- Measurement and Data

- B. Classify objects and count the number of objects in each category.
 - 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Science and Social Studies Learning Activities:

Unit 10 Week 3

- **Build Background & Engage in Collaborative Conversations**

- Essential Question: What ideas can you suggest to protect the environment?

- **Read & Respond to a Variety of Texts**

- "Who Can Help?"
- *Panda Kindergarten*
- "Protect the Environment"
- "Save Big Blue!"

- **Research & Inquiry**

- Students will create a poster that illustrates and gives information about what children can do to protect the Earth.

Alignment to Social Studies and Science Standards:

- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

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Visual and Performing Arts Activities:

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.

Alignment to Visual and Performing Arts Standards:

- 1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

Career Readiness, Life Literacies, and Key Skills

- Unit 10 Week 1-Students engage in reading, writing, and speaking activities about working together to solve problems.
- **9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.**

Technology Integration

- Students use Chromebooks to access ConnectEd and LinkIt media to practice and reinforce skills and concepts.
- Students use Chromebooks to log-in and access Reading Eggs.
- Students use Chromebooks to practice keyboarding skills.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool,**
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

Career Education

- CRP1. Act as a responsible and contributing citizen and employee
 - Unit 10 Week 1-Students engage in reading, writing, and speaking activities about working together to solve problems.
- CRP4. Communicate clearly and effectively and with reason.
 - Unit 10-Students continue to develop the ability to engage in discussions by turning and talking to classmates. Students follow rules

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for having collaborative conversations about their reading and writing.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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