



BOARD COMMUNICATIONS - OCTOBER 10, 2025

TO: Members of the Board of Education

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Superintendent

Date: October 10, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Team taught 1st grade class at Mayfair Elementary School
- Gave interview with Nick Fenley, Fresno Bee, to provide update on donation from Mackenzie Scott
- Attended Instructional Practice Walks (IPW) at Yokomi Elementary School and Sequoia Middle school
- Attended visit with author Edward Dennis at Lowell Elementary
- Held teacher listening session at Sequoia Middle School
- Met with students who completed artwork for the Ed Center
- Participated in the Central Valley Community Foundation Board Governance Meeting
- Attended the 2-day Student Outcomes Focused Governance Meeting in Long Beach

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 457-3884.

Cabinet Approval:



Name and Title: Mao Misty Her, Superintendent

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive

Date: October 10, 2025

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for October 03, 2025

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for October 03, 2025, are attached and include the following articles:

- Federal Government Enters Partial Shutdown – October 01, 2025
- U.S. Department of Education to Bring Back Mental Health Grant Program – October 01, 2025
- FCC Moves to End Discounts for Wi-Fi Hotspot Lending and School Bus Connectivity – September 30, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at (559) 457-3907.

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial



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www.sscal.com

DATE: October 3, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Bill Signing Update

On Wednesday, October 1, 2025, Governor Gavin Newsom's press office released a legislative action update, which included a number of significant measures that impact local educational agencies. The Governor signed the following noteworthy bills into law:

- Assembly Bill (AB) 361 (Schultz, Statutes of 2025) permanently authorizes the Los Angeles Unified School District to use the best value procurement method and establishes a pilot program authorizing all other districts and county offices of education (COEs) to use best value procurement for construction projects over \$1 million until December 31, 2030.
- AB 503 (González, Statutes of 2025) is an urgency measure that permanently restores provisions of the Civic Center Act, allowing school districts to continue recovering direct costs for the use of nonclassroom school facilities and grounds by eligible organizations.
- AB 677 (Bryan, Statutes of 2025) authorizes directory information of a student identified as a homeless child or youth to be disclosed to facilitate an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by schools, unless the parent or student accorded parental rights has provided written notice to the school that they do not consent to the physical examination.
- AB 752 (Ávila Farías, Statutes of 2025) provides that a daycare center that is co-located with multifamily housing shall be considered a residential use of property and a use by right.
- AB 753 (Garcia, Statutes of 2025) is an urgency measure that authorizes the Commission on Teacher Credentialing (CTC) to issue an assistant teacher permit that authorizes the permit holder to assist in the care, development, and instruction of children, subject to specified supervision requirements and qualifications.

- AB 959 (Hadwick, Statutes of 2025) authorizes a COE, a school district, or a regionally accredited institution of higher education to offer a one-year internship program for candidates for a preliminary administrative credential, and requires the CTC to examine its preservice, professional development, and supervision requirements for these internship programs when it next considers administrative services credential pathways.
- AB 1123 (Muratsuchi, Statutes of 2025) modifies the composition of the CTC to allow for early childhood education representation without expanding the total number of commissioners.
- AB 1255 (Committee on Education, Statutes of 2025) is an urgency measure that modifies the definition of a “migrant region” related to services for migrant children to be comprised of COEs rather than geographical counties, and permits consideration of the inclusion of materials to meet the needs of newcomer students in the next adoption of instructional materials in English language arts English language development.
- Senate Bill 792 (Arreguin, Statutes of 2025) amends the definition of attendance at a childcare and development facility for purposes of reimbursement, aligns the income cap for disenrollment from subsidized child care programs with the income eligibility cap, and extends the family fee exemption for children who are recipients of child protective services or at risk of neglect or abuse to align with 24-month eligibility.

All the above bills will go into effect on January 1, 2026, with the exception of AB 503, AB 753, and AB 1255, which, as urgency measures, went into effect immediately upon the Governor’s signature.

The Governor also vetoed the following two bills that would have impacted TK-12 education:

- AB 86 (Boerner, D-Encinitas) would have required the State Board of Education to adopt instructional materials for health education for kindergarten and grades 1 to 8, inclusive, on or before July 1, 2028.
 - The Governor’s [veto message](#) in part states: “The Budget Act of 2025 authorized a Curriculum Guidance Study to evaluate and improve the current state-level curriculum guidance adoption process to improve efficiency and consistency across all content areas. Proposals like AB 86 should only be considered after this study is complete and changes to the process are adopted . . . ”
- AB 699 (Stefani, D-San Francisco) would have allowed a local election official to include on the ballot label, for certain tax or bond measures, a statement directing voters to the county voter information guide for required tax rate information in lieu of providing the information directly on the ballot label.
 - The Governor’s [veto message](#) in part states: “While I appreciate the author’s intent to provide local agencies with the flexibility to select an alternative tax rate disclosure option, I am concerned that this bill, as drafted, will reduce transparency for local tax and bond measures.”

Government Shutdown

The big story nationally is that the federal government is currently in a partial shutdown as Congress and President Donald Trump were unable to come to an agreement on a stopgap measure to keep the government funded temporarily. In the *Fiscal Report* article below, entitled “Federal Government Enters Partial Shutdown,” we explain the impact to TK-12 education during the shutdown.

Leilani Aguinaldo

Federal Government Enters Partial Shutdown

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
October 1, 2025

The new federal fiscal year began today, October 1, 2025, but with Congress unable to approve the 12 budget spending bills or a continuing resolution (CR), a partial government shutdown has been triggered. On September 19, 2025, the House approved H.R. 5371 to extend funding through November 21 while delaying cuts to Medicaid and hospital reimbursements, but the measure failed in the Senate by a 44-48 vote. Democrats oppose the “clean CR” because it does not extend enhanced Affordable Care Act premium subsidies, and it does not undo recent Medicaid cuts that were enacted in the reconciliation bill approved on July 4, 2025. A small number of Republicans in the Senate also withheld support, leaving the bill far short of the 60 votes required for cloture. With no alternative in place, federal agencies have entered a lapse in appropriations.

For TK-12 education, the immediate exposure is limited, as major formula programs such as Title I and Individuals with Disabilities Education Act (IDEA) are forward-funded. These programs issue allotments beginning July 1 for the upcoming school year, and an additional disbursement is made October 1, meaning most local educational agencies (LEAs) already have their baseline allocations for the 2025-26 school year and can maintain staffing and programmatic obligations in the near term. Likewise, the U.S. Department of Agriculture holds sufficient reserves to maintain school meal reimbursements through a short-term shutdown.

Still, some federal funding streams and operations are vulnerable. Impact Aid is not forward-funded, and first-quarter payments are typically issued at the start of the fiscal year. Any delay in those disbursements may introduce cash-flow stress for districts that depend heavily on Impact Aid—particularly in military-connected or tribal communities.

The U.S. Department of Education's (ED) [contingency plan](#) outlines how federal operations and grant activities will be constrained during the lapse. According to the plan, approximately 95% of non-Federal Student Aid Department personnel would be furloughed in the first week, leaving only a small team working under “excepted” or “exempt” authority. The ED will continue to disburse Pell Grants and direct student loans, since those programs draw on mandatory or multiyear appropriations and carryover funds. Similarly, already-awarded Title I and IDEA funds remain accessible, and grantees may continue to draw down from existing grants.

However, new grantmaking is suspended during the lapse. The ED will pause application reviews, award decisions, technical assistance, regulatory work, and Office for Civil Rights investigations unless they qualify as “excepted” or otherwise-funded activity. As a result, LEAs planning to launch new discretionary or competitive grant-funded projects this fall may face delays until appropriations are restored.

The contingency plan also allows for limited continuation of certain programs funded through advance or multiyear appropriations. The plan notes that 17 non-mandatory programs hold carryover funds or advance appropriations from fiscal year 2025 and may be able to maintain obligations and payments during a short shutdown, to the extent that failure to do so would “significantly damage” the execution of educational operations.

In the area of early childhood education, the same constraints apply: Head Start providers with existing awards may continue operations under currently obligated funds, but new awards or renewals with project periods that begin October 1 cannot be obligated during the lapse. Those programs face the risk of temporary service interruption until appropriations resume.

The severity of operational disruptions will depend on the duration of the shutdown. A short-term lapse would lead primarily to delays in new grants, Impact Aid payments, and limited disruption in new program initiatives. A prolonged shutdown, however, would increase fiscal strain on LEAs with heavy reliance on non-forward-funded programs, threaten timely implementation of new initiatives, and heighten uncertainty for LEA budgeting and planning.

We will continue to follow negotiations between Congress and the President as the shutdown moves forward. History offers a clear precedent: the longest government shutdown in U.S. history, which lasted 35 days during President Trump's first term, furloughed roughly 800,000 federal employees or required them to work without pay. That standoff ended only after lawmakers approved a short-term CR to reopen federal agencies while broader budget talks continued. A similar stopgap agreement remains the most likely outcome for the current impasse, though the timeline and negotiations are still uncertain. Stay tuned.

Note: The U.S. Department of Education will relaunch the school- and service-based mental health grant program, excluding a large sum previously allotted to recruit and retain school social workers and counselors.

U.S. Department of Education to Bring Back Mental Health Grant Program

By Vani Sangneria
EdSource
October 1, 2025

The U.S. Department of Education will relaunch the school- and service-based mental health grant program, excluding a large sum previously allotted to recruit and retain school social workers and counselors.

The revised grants will instead focus \$270 million on increasing school psychologists across the country, while also eliminating diversity goals and making universities ineligible for the grant, according to a federal register notice published on Monday.

The notice follows five months after the Trump administration canceled about \$1 billion in these mental health grants, including nearly \$168 million in grants to California. Nearly all grant recipients in California, including at least seven public universities, had used grant funds to train and employ school social workers and counselors. These recipients will not receive the remainder of their grant funds and will have to reapply under new conditions and scaled-back funds.

The Department of Education now prohibits using funds for "gender ideology, political activism, racial stereotyping or hostile environments for students of particular races," according to the notice. It also requires grant recipients to increase the number of school psychologists "placed in a practicum or internship" in "high-need" school districts, and begin services through new school psychologists within nine months, without relying on previously established university programs and partnerships.

The DOE also said it will prioritize grant recipients who can “respecialize” existing school-based mental health service providers into the credentialed role of a school psychologist, according to the notice. However, school social workers and counselors — who provide all frontline mental health screenings, referrals, interventions and counseling — cannot transfer credentials or step into the specialty role of a school psychologist, who usually performs psychoeducational assessments within special education.

The Trump administration has repeatedly targeted school social workers and counselors as participants in “radical indoctrination” in K-12. Earlier this year, the administration ordered that school counselors be criminally prosecuted for the “social transition” of transgender students and launched an investigation into counselors protecting LGBTQ students under California law.

Note: The Federal Communications Commission voted to end discounts for library Wi-Fi hotspot lending and school bus connectivity programs on Tuesday.

FCC Moves to End Discounts for Wi-Fi Hotspot Lending and School Bus Connectivity

By Barbara Ortutay
The Associated Press
September 30, 2025

The Federal Communications Commission voted to end discounts for library Wi-Fi hotspot lending and school bus connectivity programs on Tuesday, drawing criticism from lawmakers and librarians who say the moves will make it more difficult for people who are low-income or live in rural areas to access the internet.

The 2-1 vote on hotspot lending reverses a Biden-era expansion of the discounts that allowed schools and libraries to use E-Rate funds for school bus Wi-Fi and hotspots so people could go online outside of schools and libraries.

The FCC said the agency “lacked legal authority for this expansion and that the agency failed to properly justify its decision” and said the program represented “unreasonable policy choices” and “invited waste, fraud, and abuse.”

Another 2-1 vote overturned the FCC’s 2023 decision to provide Wi-Fi on school buses. FCC Chairman Brendan Carr had said it amounted to “illegal” funding for “unsupervised screen time for young kids.”

The E-Rate program, established in the 1990s, has provided billions of dollars in discounts for eligible schools and libraries since 2022 to afford broadband products and services. According to a 2024 data analysis by the AP, it offered benefits to more than 12,500 libraries, nearly half of them in rural areas, and 106,000 schools.

As of 2024, 79% of Americans had access to broadband internet at home, according to the Pew Research Center. Those who don’t have broadband often rely on smartphones to access the internet — or lack regular online access.

The American Library Association said it was disappointed with Tuesday's vote and "discouraged by the lack of due process, which left no opportunity for staff, patrons and library advocates to give input on the draft order."

"For years, we have engaged in the rulemaking process with good faith, partnering with the FCC to fulfill their mandate to make reliable, high-quality broadband available nationwide," said Sam Helmick, president of the association. "And today, the Commission openly voted to snatch back the opportunity to offer more Americans, especially in rural areas, the high-speed internet access to do the business of life online – pay bills, make telehealth appointments, fill out school applications – after the library closes."

Sen. Edward J. Markey, a Massachusetts Democrat, said the move to end hotspot lending discounts will "rip Wi-Fi from the hands of students and educators who rely on library and school loan programs to get online."

"The FCC's actions today will widen the digital divide and leave low-income, rural, and marginalized communities disconnected," he said.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief

Date: October 03, 2025

Phone Number: (559) 457-3885

Regarding: Monthly Update – September

The purpose of this board communication is to provide the Board an update about the Foundation for Fresno Unified Students.

Community Health Systems generously contributed \$20,000 to advance our Student Mental Health Initiative. These funds will support planning, research, and development of a student-led resource awareness campaign and student designed health services.

Kaiser Permanente awarded The Foundation with a \$50,000 grant to support our Student Mental Health Initiative, marking a growing and impactful partnership as we work together to strengthen student well-being.

On September 05, 2025, The Foundation proudly welcomed Superintendent Her and more than 80 distinguished leaders from industries to Chandler Executive Airport. Together, we discussed the future of Fresno Unified, the Superintendent's vision for student achievement, and unveiled exciting plans for the new Aviation Academy.

In partnership with the Edward M & Jeanne C Kashian Family Foundation, we launched the Kashian Foster Futures Fund to support students experiencing homelessness, foster care, and other hardships. This \$20,000 fund will provide mini grants to deliver critical resources such as supplies, clothing, and other essentials, in collaboration with Project ACCESS. The Fund will also provide ten \$1,000 scholarships for these students.

This year, we've taken a big step to make scholarships more accessible for Fresno Unified seniors. In the past, applications didn't open until January, but thanks to our continued growth and focus on equitable access, the scholarship application window opened early on October 01, 2025. This was collaboratively determined with the College and Career Readiness Department to maximize engagement with academic counselors and provide extended time to increase the number of applicants, ensuring that every senior has a fair shot at pursuing their dreams. The application window will close on March 02, 2026.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at (559) 457-3885.

Cabinet Approval: 

Name and Title: Wendy McCulley, Chief

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer

Date: October 10, 2025

Phone Number: (559) 457-3498

Regarding: Let's Talk and Fresno Jo Chatbot Data

The purpose of this communication is to provide the Board with data surrounding our customer service tool, Let's Talk and our recently added Chatbot, Fresno Jo. This data supports our customer service efforts and more specifically our four customer service values of compassion, service excellence, communication, and hospitality.

Let's Talk data was compared August 1 through September 30 for the 2024/25 and 2025/26 school years. So far this school year, we have received 2,972 dialogue engagements, compared to the same time last school year. This represents an increase of 972 inquiries or 48%. Of those inquiries this year, 696 inquiries came from the district webpage, 786 came from school site webpages and 1,291 came directly through our new Fresno Jo chatbot. Data also identified 199 inquiries from other Let's Talk sources including text and voice mail.

When comparing customer types (employees, parents/guardians, students, community members, and unknown users), we saw increases in nearly every category over the same period last year.

- **Employee** usage went up 13.5 %
- **Parent/guardian** usage went up 24.6%
- **Community members** usage went up 32.6%
- **Student** usage remained flat
- **Other/unknown** users increased by 256%, which represents the Fresno Jo chatbot which does not require a customer type to be reported

Another significant data point to celebrate is our Customer Experience (CX) Score, which rose from 8.6 out of 10 last school year to 9.0 this August/September. Average response time also improved from 2.4 days last August/September to 1 day for the same time this school year.

Human Resources plans to provide quarterly data to the Board.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at (559) 457-3498.

Cabinet Approval: 

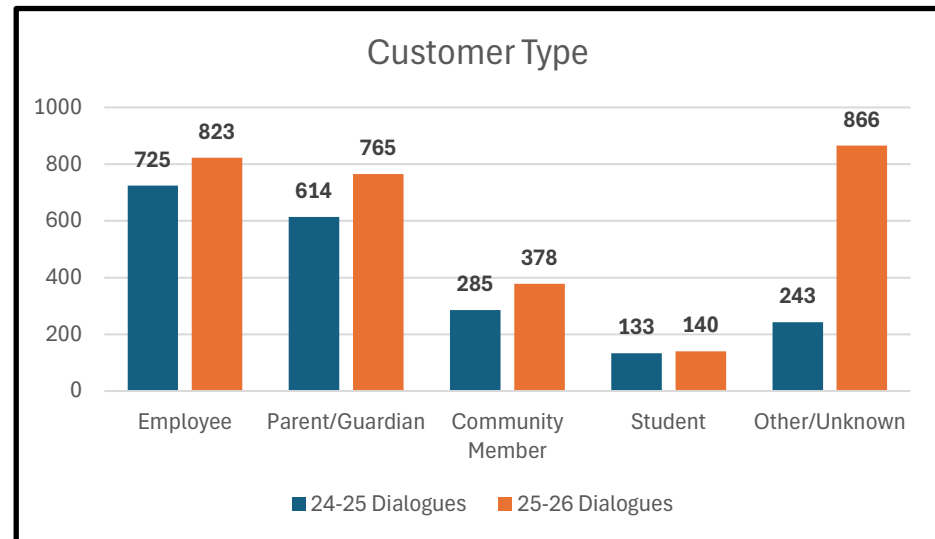
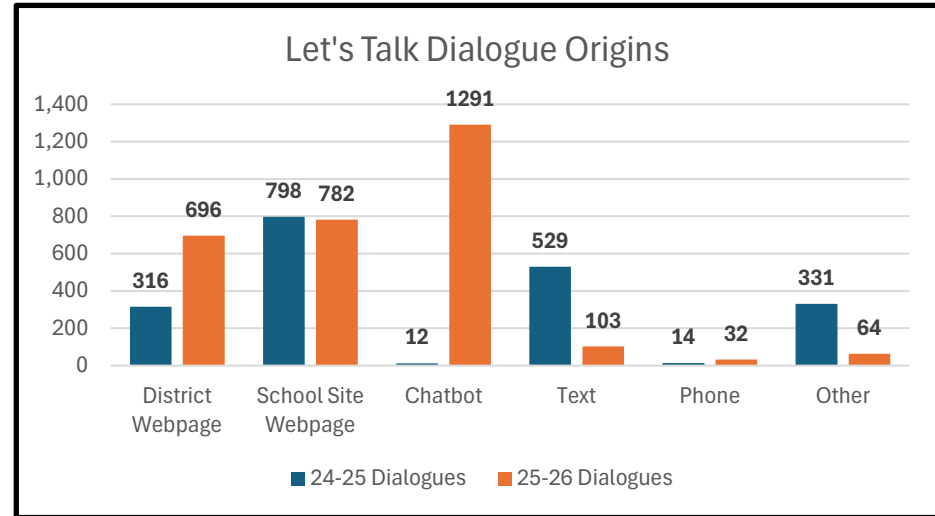
Name and Title: David Chavez, Chief of Human Resources/Labor Relations

Let's Talk Data Aug 1- Sept 30

Year	24-25 Year	25-26 Year
Dailogues	2,000	2972
CX Score	8.6/10	9.0/10
Average Dialogue Age	2.4 Days	1.0 Day

Dialogue Origin	24-25	24-25 Dialogues	25-26	25-26 Dialogues
District Webpage	16%	316	23%	696
School Site Webpage	40%	798	26%	782
Chatbot	1%	12	43%	1291
Text	26%	529	3%	103
Phone	1%	14	1%	32
Other	16%	331	3%	64

Customer Type	24-25	24-25 Dialogues	25-26	25-26 Dialogues
Employee	36%	725	28%	823
Parent/Guardian	31%	614	26%	765
Community Member	14%	285	13%	378
Student	7%	133	5%	140
Other/Unknown	12%	243	29%	866



Fresno Unified School District
Board Communication

From the Office of the Superintendent

Date: October 10, 2025

To the Members of the Board of Education

Prepared by: Marie Williams, Ed.D., Associate Superintendent

Phone Number: (559) 457-3750

Regarding: Kindergarten and First Grade English Language Arts and Spanish Language Arts Revised Curriculum Guidance Documents

The purpose of this board communication is to provide the Board with information regarding the newly revised Kindergarten and First Grade English Language Arts (ELA) and Spanish Language Arts (SLA) curriculum guidance documents.

Starting this past spring, Curriculum, Instruction, and Professional Learning (CIPL) staff began revising our Scope and Sequence documents with the intent to provide clarity to teachers and instructional leaders in order to ensure all of our Fresno Unified students are provided with an educational environment that will meet our outlined Early Literacy goal. These new documents are intended to identify what learning is essential, provide guidance on how students learn using adopted materials, and how to monitor student progress towards essential learning. The CIPL team, along with the English Learner Services team, has worked together to ensure that parallel guidance is provided for Spanish Dual-Language Immersion classrooms for their SLA instructional block.

The new curriculum guidance documents include a cover page, yearly overview, suggested instructional pacing, and a "Year at a Glance" page. Within the Year at a Glance, there are links to Unit Overviews and Unit Planners to support daily instruction, including reading foundational skills. Within the Unit Planner, there is a page dedicated to each week. This page includes weekly outcomes highlighting essential literacy skills, identified reading foundational skills lessons within the adopted curriculum, links to designated English language development lessons for the week, links to instructional resources, and identified assessments for the learning outcomes.

CIPL and English Learner Services staff have reviewed the new documents with kindergarten through sixth-grade Academic Coaches, regional Lead Teachers, and all principals during the September 22, 2025, principal meeting. These activities are in support of the identified actions aligned to the Early Literacy goal that were presented to the Board on August 27, 2025

If you have any questions pertaining to the information in this communication or require additional information, please contact Pam Taylor at (559) 457-3874.

Cabinet Approval: 
Carlos Castillo (Oct 9, 2025 11:49:34 PDT)

Name and Title: Carlos Castillo, Ed.D., Chief Academic Officer

Curriculum Guidance Document

SUPPORTING INSTRUCTIONAL EXCELLENCE

English Language Arts

1ST GRADE

K-6 English Language Arts Manager

Janie Sifuentes-De La Cerda

Janie.Delacerda@fresnounified.org

K-6 ELA Coaches

Lisa Nix

Lisa.Nix@fresnounified.org

Terry O'Leary

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Sidney.Vang@fresnounified.org

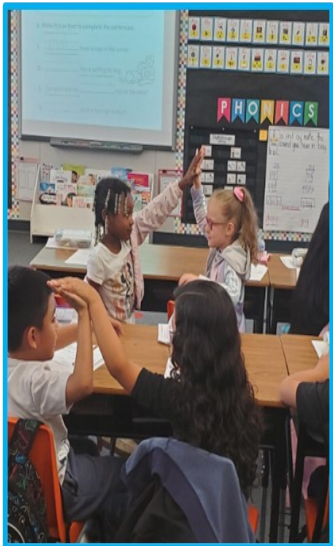
2025-2026

CURRICULUM GUIDANCE FOR 1ST GRADE ENGLISH LANGUAGE ARTS

Welcome Educators to our new **CIPL Curriculum Guidance Document!**

- Please review the ELA grade level resources we have included for your convenience. Each document is customized according to each grade level standards, expectations and needs.
- If you are *new* to FUSD or *new* to your grade level, please feel free to watch the helpful **Curriculum Guidance Video** we have included below; all you have to do is click on this link: [CG Video Link K-6 ELA](#) to watch it!
- If you should need any further support, please contact your site Academic Coach or a member of the K-6 ELA Team from the CIPL Department.

In the first grade, students extend their knowledge of language arts in significant and exciting ways, learning skills that enable them to read and write more independently. By the end of first grade, students should read proficiently at grade level and have the ability to decode and recognize increasingly complex words accurately and automatically. Students increase their academic and content-specific vocabulary by reading a variety of literature and informational text. Students further develop their communication skills as they engage with peers and adults in collaborative conversations that provide additional opportunities to express their ideas and experiences. As first-grade students learn to write for different purposes, they apply their growing knowledge of language structures and conventions. In order to master the first-grade English language arts content, **students need to practice decoding skills**. To develop comprehension skills, students need exposure to a variety of the high-quality literature and informational text.



OUR FUSD MISSION: We nurture and cultivate the interest, intellect and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

OUR FUSD VISION: FUSD-Where students, families and staff are valued and empowered to achieve their greatest potential.

OUR VALUES:

- We value learning
- We value accountability
- We value positive behavior
- We value people and our community

ACHIEVING our GREATEST POTENTIAL



GRADE 1: Suggested Instructional Pacing

Mapping Out the Year in the Adopted Curriculum

2025-2026

DATES	WONDERS UNIT	Suggested DAYS
Aug. 18-22	Unit 0: “Start Smart” Unit/Beginning of Year ~ Establishing Instructional Routines & Procedures	5
Unit 1: Getting to Know Us - Weekly Concept & Essential Question		
Aug. 25-29	Week 1-AT SCHOOL- What do you do at your school?	5
Sept. 2-5	Week 2-WHERE I LIVE- What is it like where you live?	4
Sept. 8-12	Week 3-OUR PETS- What makes our pets special?	5
Sept. 15-19	Week 4-LET’S BE FRIENDS- What do friends do together?	5
Sept. 22-26	Week 5-LET’S MOVE- How does your body move?	5
Sept. 29-Oct. 3	Week 6-Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	5
Unit 2: Our Community - Weekly Concept & Essential Question		
Oct. 6-10 End of Quarter 1	Week 1-JOBS AROUND TOWN- What jobs need to be done in a community?	5
Oct. 13-16	Week 2-BUILDINGS ALL AROUND- What buildings do you know? What are they made of?	4
Oct. 20-24	Week 3-A COMMUNITY IN NATURE- Where do animals live together?	5
Oct. 27-31	Week 4-LET’S HELP- How do people help out in the community?	5
Nov. 3-7	Week 5-FOLLOW THE MAP- How can you find your way around?	5
Nov. 10-14	Week 6-Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	4
Unit 3: Changes Over Time - Weekly Concept & Essential Question		
Nov. 17-21	Week 1-WHAT TIME IS IT? - How do we measure time?	5
Dec. 1-5	Week 2-WATCH IT GROW- How do plants change as they grow?	5
Dec. 8-12	Week 3-TALES OVER TIME- What is a folktale?	5
Dec. 15-19 End of Quarter 2	Week 4-NOW AND THEN- How is life different than it was long ago?	5

CA Reading Difficulties Reading Screener

*This must be done **once a year** in Grades K-2, as per AB 114*

Screening Window: TBD

iReady Assessment Windows: D1 Aug. 18-Sept. 5; D2 Dec. 1-12; D3 May 11-June 11

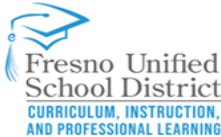
Jan. 12-16	Week 5-FROM FARM TO TABLE- How do we get our food?	5
Jan. 20-23	Week 6-Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	4
Unit 4: Animals Everywhere - Weekly Concept & Essential Question		
Jan. 26-30	Week 1-ANIMAL FEATURES- How do animals’ bodies help them?	4
Feb. 2-6	Week 2-ANIMALS TOGETHER- How do animals help each other?	5
Feb. 10-13	Week 3-IN THE WILD- How do animals survive in nature?	4
Feb. 17-20	Week 4-INSECTS! - What insects do you know about? How are they alike and different?	4
Feb. 23-27	Week 5-WORKING WITH ANIMALS? - How do people work with animals?	5
March 2-6	Week 6-Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	5
Unit 5: Figure It Out - Weekly Concept & Essential Question		
March 9-12	Week 1-SEE IT, SORT IT- How can we classify and categorize things?	4
March 16-20 End of Quarter 3	Week 2-UP IN THE SKY- What can you see in the sky?	5
March 23-27	Week 3-GREAT INVENTIONS- What inventions do you know about?	5
April 7-10	Week 4-SOUNDS ALL AROUND- What sounds can you hear? How are they made?	4
April 13-17	Week 5-BUILD IT! - How do things get built?	5
April 20-24	Week 6-Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	5
Unit 6: Together We Can - Weekly Concept & Essential Question		
April 27-May 1	Week 1-TAKING ACTION- How can we work together to make our lives better?	5
May 4-8	Week 2-MY TEAM- Who helps you?	5
May 11-15	Week 3-WEATHER TOGETHER- How can weather affect us?	5
May 18-22	Week 4-SHARING TRADITIONS- What traditions do you know about?	5
May 26-29	Week 5-CELEBRATE AMERICA! - Why do we celebrate holidays?	4
June 1-5	Week 6- Extend: <i>Readers Theater, Reading Digitally, Research & Inquiry Projects, Student Presentations, Unit Assessment</i>	5
June 8-11 End of Quarter 4	Last Week of School Year	4

Parent /Teacher Conferences: October 20 -24

Buyback Days: Aug. 13, Oct 17 & March 13

Report Cards: Oct 14-17, Jan. 12-16, March 23-27 & June 11

Traditional School Year - 180 teaching days and 5 non-student days



Year at a Glance Grade 1: English Language Arts

2025-2026

QUARTER 1 <i>August 18-October 10</i>			QUARTER 2 <i>October 13-December 19</i>		QUARTER 3 <i>January 12-March 20</i>			Quarter 4 <i>March 23- June 11</i>	
UNIT 0 <i>Start Smart</i>	UNIT 1 OVERVIEW <i>Getting to Know Us</i>	UNIT 2 OVERVIEW <i>Our Community</i>	UNIT 2 OVERVIEW <i>Our Community</i>	UNIT 3 OVERVIEW <i>Changes Over Time</i>	UNIT 3 OVERVIEW <i>Changes Over Time</i>	UNIT 4 OVERVIEW <i>Animals Everywhere</i>	UNIT 5 OVERVIEW <i>Figure It Out</i>	UNIT 5 OVERVIEW <i>Figure It Out</i>	UNIT 6 OVERVIEW <i>Together We Can</i>
Unit 0 Planner	Unit 1 PLANNER Weeks 1-6	Unit 2 Planner Weeks 1-6	Unit 2 Planner Weeks 1-6	Unit 3 Planner Weeks 1-6	Unit 3 Planner Weeks 1-6	Unit 4 Planner Weeks 1-6	Unit 5 Planner Weeks 1-6	Unit 5 Planner Weeks 1-6	Unit 6 Planner Weeks 1-6
<i>iReady D1</i>					<i>iReady D2</i>			<i>iReady D3</i>	

~ TIER 1 INSTRUCTIONAL PLANNING RESOURCES ~

ELD: Standards & Support	Guiding Documents for Assessment	CIPL Guiding Documents for Planning	Curriculum Support
ELD Standards - CA Dept of Ed 2014 ELA/ELD Framework - CA Dept of Ed All our English Learner students must receive Designated ELD Designated ELD Toolkit dELD LESSONS for 1st Grade	2025-26 AMA Assessment Calendar Wonders K-6 Placement & Diagnostic Assessment Handbook Phonics Survey K-6 Assessment Components and Resources in Wonders Letter Naming Fluency High Frequency Words Oral Reading Fluency Assessments G1-6	2025 2026 FUSD Academic Calendar CCSS for ELA - CA Dept of Ed The Core Components for Grade 1 Reading Foundational Skills Resources Weekly Planning Guide K-2 Decodable Readers Guide Leveled Readers Guide Daily Lesson Plans for Leveled Readers Wonders Writing Scope and Sequence What IS Structured Literacy Evidence Based Teaching Practices Orton Gillingham FAQs Science of Reading Instructional Considerations	New Wonders Instructional Routine Handbook Wonders Teacher Resource Book CA Wonders Materials List Wonders Weekly Text Set Wonders Scope and Sequence Syllabication & Morphology Reading Comprehension Strategies Tier 2 Support Suggested Lesson Plans & Pacing Guides Wonders Adaptive Learning Walkthrough Video How to Introduce the Sound Spelling Cards Video (2:30-5:30) How to find Classroom videos in Wonders Sound Spelling Cards ppt with Pronunciation
 Have QUESTIONS with this document or your instructional planning? Connect with a K-6 ELA Team member from CIPL here. We are happy to support!	 Check out these helpful videos! <i>ELA Instruction IN ACTION</i> ELA K6 FUSD YouTube Channel	 <i>K-6 ADDITIONAL Literacy Resources!</i> This list is a LIVING document and will be updated regularly. Please check back often, as NEW links and materials will <i>continue</i> to be added from time to time.	

First Grade – Reading Foundational Skills are a Focus All Year Long

In first grade, teachers will take students through six units within Wonders. Each unit has 5 weeks of content and 1 week of extension activities.

[What are the Wonders resources that support RFS?](#)

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Wonders Units: O, 1, Beginning of Unit 2	Wonders Units: End of Unit 2, Unit 3	Wonders Units: End of Unit 3, Unit 4, Unit 5	Wonders Units: End of Units 5, Unit 6
PHONEMIC AWARENESS Unit 1: Identify Rhyme, Phoneme Isolation/ Blending/ Segmentation Alliteration, Phoneme Categorization/ Blending/ Segmentation, Contrast Vowel Sounds, Phoneme Substitution, Deletion, Rhyme Unit 2: Phoneme Blending/Isolation/ Segmentation	PHONEMIC AWARENESS Unit 2: Identify Rhyme, Phoneme Identity/ Isolation/ Blending/ Segmentation/Categorization/ Addition/Substitution/Deletion Unit 3: Identify Rhyme, Phoneme Identity/ Isolation/ Blending/Segmentation/ Addition/Substitution/Deletion, Alliteration	PHONEMIC AWARENESS Unit 3: Phoneme Segmentation/Blending/Deletion Unit 4: Rhyme, Phoneme Categorization/Blending/Segmentation/Identity/Contrast Sounds/Phoneme Substitution/Deletion/Addition Unit 5: Contrast Sounds, Phoneme Categorization/Blending/Segmentation, Rhyme, Phoneme Substitution/ Blending/ Deletion/Segmentation	PHONEMIC AWARENESS Unit 5: Phoneme Categorization/ Substitution/ Blending/ Addition/ Isolation/ Segmentation Unit 6: Phoneme Identity/ Blending/ Segmentation/ Substitution/ Reversal/ Categorization, Rhyme, Syllable Deletion, Syllable Addition
PHONICS Unit 1: short a, consonants, short i, beginning consonant blends, l-blends, short o, beginning consonant blends: r-blends; s-blends, Unit 2: short e spelled e and ea	PHONICS Unit 2: Short u, ending consonant blends nd, nk, nt, st, sk, mp, consonant digraphs th, sh, ng, ch, tch, wh, ph Unit 3: long a: a__e, long i: i__e, soft c, soft g, dge, long u: u__e, Lone e: e__e	PHONICS Unit 3: variant vowel spellings with digraphs: oo, u Unit 4: long a: a, ai, ay, long e: e, ee, ea, ie, Long o: o, oa, ow, oe, Long i: l, y, igh, ie, Long e: y. ey Unit 5: r-controlled vowels ar, er, ir, ur, or	PHONICS Unit 5: r-controlled bowels spelled or, ore, oar; diphthongs spelled ou, ow, oi, oy; Unit 6: variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou, a, aw, au, augh, al; silent letters wr, kn, gn; three-letter blends scr, spl, spr, str, thr, shr; r-controlled vowels air, are, ear
HIGH FREQUENCY WORDS Unit 1: does, not, school, what, down, out, up, very, be, come, good, pull, fun, make, they, too, jump, move, run, two Unit 2: again, help, new, there, use	HIGH FREQUENCY WORDS Unit 2: could, live, one, then, three, eat, no, of, under, who, all, call, day, her, want, around, by, many, place, walk Unit 3: away, now, today, some, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people	HIGH FREQUENCY WORDS Unit 3: above, build, fall, knew, money, toward Unit 4: about, animal, carry, eight, give, our, because, blue, into, or, other, small, find, food, more, over, start, warm, caught, flew, know, laugh, listen, were, found, hard, near, woman, would, write, Unit 5: four, large, none, only, put, round, another, climb, full, great, poor, through	HIGH FREQUENCY WORDS Unit 5: began, better, guess, learn, right, sure, color, early, instead, nothing, oh, thought, above, build, fall, knew, money, toward Unit 6: answer, brought, busy, door, enough, eyes, brother, father, friend, love, mother, picture, been, children, month, question, their, year, before, front, heard, push, tomorrow, your, favorite, few, gone, surprise, wonder, young
DECODABLE READERS Unit 1: Pam Can; Pack a Bag; Kim and Nick; Jill and Jim; Cliff Has a Plan; A Good Black Cat; Bob is a Fun Pal; Dog and Fox; Snap, Skip, Trot; Snip and Fred Can Move Unit 2: Ted Gets a Job; I Sell Crabs	DECODABLE READERS Unit 2: Can Bud Stop Bug; It's Up to Us; In a Land of Grass; Stomp and Romp; Dash Has a Wish; The Helping Game; Send a Big Thanks; A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs Unit 3: Dave Was Late; Is It Late?; A Fine Plant; Plants Take Time to Grow; King and Five Nice Mice; Those Old Classes; That Old Globe	DECODABLE READERS Unit 3: A Good Cook; That Looks Good Unit 4: April the Agent; Snail Mail; Tails; A Green Eel; Clean Up Team; A Doe is a Deer; Joe Goes Slow; Toads; Joan and Elmo Swim; Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly; Race Pony!; Study With Animals Unit 5: Charm Scarves; Car Parts; Sir Worm and Bird Girl; Birds in the Sky; Ginger and the Stars; Bats Under the Dark Sky; Born to Learn	DECODABLE READERS Unit 5: Up and Down; Sounds; Sounds Around Us; Joys Bird House; Beavers Make Noise Unit 6: Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team; Thank You Authors; Not Too Small; My Baseball Coach; A Walk With Mouse; Teacher Talk; Miss Wright's Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight; Three Shrimp; A Thrilling Dance; A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leader's Care

~WRITING in GRADE 1:~

Writing tasks in kindergarten may include short compositions that tell a story, share an opinion, or present information.

The writing standards reflect an emphasis on meaningful and skillful communication. Children’s writing (as dictated or independently produced) is about something: the expression of opinions (W.K–1.1), sharing of information (W.K–1.2), and telling of stories (W.K–1.3). Furthermore, children share their writing with others and respond to their questions and suggestions to more effectively communicate their thinking in written language (W.K–1.5). In other words, writing is not simply copying text. It is using the understanding that print is purposeful in concert with the skills that are being acquired to create and communicate, to express ideas and information—for oneself or for others.

Embed grammar *into* writing lessons, so students understand the application of these skills.

GRAMMAR SKILL

One aspect of effective expression is the use of language conventions. Young children differ from one another in their knowledge of and exposure to the conventions of standard English, and teachers teach conventions explicitly, gently guiding young children toward their proficient use in both written and spoken expression. It is important to note that grammar and its usage rarely develop in a linear path, and that as children synthesize new grammatical knowledge with their current knowledge, it may appear that they are making “errors” in areas of language development they have already internalized. However, these incorrect usages (such as saying goed to signify past tense of go) are a natural part of language development.

SHARED WRITING

In *Shared Writing*, the teacher guides the class to respond to a writing prompt, using sentence frames as needed.

Why do it?

Shared writing is a joint collaborative process where the teacher and students analyze a prompt and compose a response together, with the teacher modeling how to put ideas on paper.

How

The teacher facilitates; the students contribute.

- Students provide ideas, word choices, and/or sentences.
- The teacher acts as the scribe focusing on writing complete complex sentences with correct spelling, punctuation, and capitalization.
- Teacher models the process of composing and the conventions of print.
- The piece of writing can be longer since the teacher is writing.

Below is a sample of a **Shared Writing** Lesson from your grade-level TE

INTERACTIVE WRITING

In *Interactive Writing* children analyze a student model response that includes the weekly writing trait before they respond to a new prompt together.

Why do it?

Interactive writing is a collaborative process where the teacher and students analyze a prompt and compose a text together, with the teacher

and students sharing the pen.

How

- Teachers and children write **together**. In the beginning of the year, the teacher may do most of the writing.
- Children contribute by writing whole words or one or more letters in a word.
- The teacher and children **share the pen** as they work together.

ANALYTICAL WRITING

“Write to Sources”



“Past standards have emphasized writing as a free-standing subject or skill. Students were expected to write texts that required mainly low amounts of information or that required readily available background knowledge. But CCSS places much greater emphasis on the use of content or “evidence” in writing. Thus, the major emphasis shifts to writing about the ideas in text”
-Dr. Timothy Shanahan

Writing About the Text

Throughout the unit children will respond to writing prompts on a variety of texts. Scaffolded instruction is first provided through Shared Writing and Interactive Writing.

During **Independent Writing**, children respond independently to a new prompt as they practice the writing trait taught that week.

WEEKLY WRITING

Week 1 Ideas: Details

Week 2 Ideas: Details

Week 3 Ideas: Clues



Write About the Literature Big Book Analyze the Prompt Tell children you will work together to write a response to a prompt. Read aloud the prompt. What can Jack do? Say: To respond to this prompt, we need to look at the text and illustrations in Jack Can. Find Text Evidence Explain that you will reread the text and take notes to help respond to the prompt. Read aloud pages 16 to 17. Say: The text on page 16 says “Max can” and the illustration shows Max painting a picture. I see that Max is painting at an easel, and it is easy for him to reach. Page 17 is about Jack. The evidence on this page tells me that Jack can paint a picture at an easel, just like Max. I can see that it is easy for Jack to reach the easel, too. We can use details like these to help us respond to the prompt. Let’s write these details about Jack in our notes. Write to a Prompt Reread the prompt to children. What can Jack do? Say: Sometimes, the evidence from one page in the text can tell us a few things. Our notes about what we learned on page 17 remind us that Jack can paint a picture and that he can reach the easel. Let’s write a sentence from the first note together: Jack can paint a picture. Write the sentence. Now let’s write another sentence: Jack can reach the easel. Write the sentence. As I read our notes, think about the sentences we can write from the notes. Track the print as you reread the notes. Guide children to dictate complete sentences for you to record. Read the final response as you track the print. If needed, write these sentence frames and model how to complete one using the notes: Jack can _____. He also _____.			
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Curriculum Guidance Document

SUPPORTING INSTRUCTIONAL EXCELLENCE

Spanish Language Arts/English Language Arts

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CURRICULUM GUIDANCE FOR KINDERGARTEN DLI - SPANISH LANGUAGE ARTS/ENGLISH LANGUAGE ARTS

*Welcome Educators to our new **CIPL/English Learner Services Curriculum Guidance Document!***

- Please review the Spanish Language Arts/English Language Arts (SLA/ELA) grade level resources we have included for your convenience.
- Each document is customized according to each grade level standards, expectations and needs.
- If you should need any further support, please contact your site Academic Coach, a member of the K-6 ELA Team from the CIPL Department, or member of the K-12 TSA Team from English Learner Services.

In kindergarten Spanish Dual Language Immersion, students will begin learning to read and write in Spanish by focusing on the Spanish alphabet and the sounds each letter makes. Because Spanish has a clear and regular syllabic structure, students will learn to read and write by blending syllables to form words. Students will first learn the five Spanish vowels and their consistent sounds. In Spanish, each vowel has only one sound no matter where it appears in a word, making it easier for students to “break the code” and learn to read new words accurately and confidently. Students will learn to decode words efficiently because of the direct sound-to-letter correspondence in Spanish. This predictable and transparent spelling system means that once students know basic sound-symbol relationships, they can read most Spanish words with ease. They will use a combination of drawing, speaking, and writing in Spanish to describe events, share information, and express opinions. Through these experiences, students will build strong foundational skills in Spanish reading and writing while also developing their oral language. Phonemic and phonological awareness are taught alongside reading and writing, not as separate pre-reading skills. This integrated approach supports students in becoming confident readers and writers in Spanish by the end of kindergarten and prepares them to continue developing biliteracy in both languages in future grades.

OUR FUSD MISSION: We nurture and cultivate the interest, intellect and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

OUR FUSD VISION: FUSD-Where students, families and staff are valued and empowered to achieve their greatest potential.

OUR VALUES:

- We value learning
- We value accountability
- We value positive behavior
- We value people and our community



FRESNO UNIFIED SCHOOL DISTRICT - DUAL LANGUAGE IMMERSION

MISSION:

The Fresno Unified School District Dual Language Immersion Program ensures that all students attain high levels of biliteracy and academic proficiency in two languages, while simultaneously developing cross-cultural competence. We are committed to cultivating and maintaining students’ cultural identities by creating a learning environment that equally values and respects both languages and all cultures. We develop confident, continual learners who promote with linguistic abilities and positive cross-cultural attitudes to better appreciate and more fully engage with the rich diversity of multicultural communities.

VISION:

The Fresno Unified School District Dual Language Immersion Program is dedicated to preparing career and college ready graduates who are bilingual, biliterate and culturally competent.

GOALS:

Bilingualism and Biliteracy

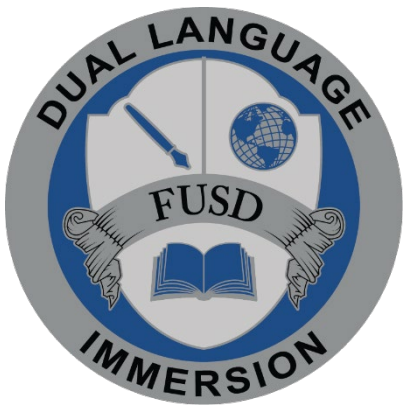
Proficiency in reading, writing, speaking, and listening in Spanish or Hmong and English

Grade-Level Academic Achievement

High levels of cognitive development in both languages; Spanish or Hmong and English

Sociocultural Competence

Positive cultural and linguistic pride and self-esteem, and understanding of the cultures and traditions of others



Bilingualism
and
Biliteracy



Grade-Level
Academic
Achievement

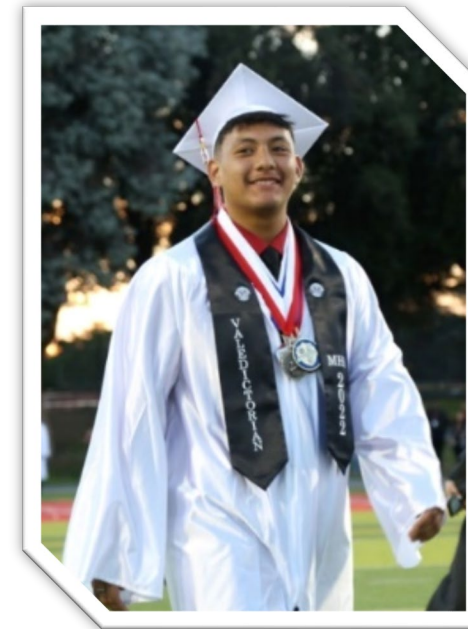


Sociocultural
Competence



RESEARCH ON SPANISH LITERACY INSTRUCTION:

- One of the key differences between Spanish and English literacy development is the **onset-rime structure in English** versus **the syllable unit in Spanish**. Beginning reading material in English is dominated by **one-syllable words** made of three letters (CVC), such as cap, hat, sun, tip, etc. Beginning English literacy instruction is built around the onset-rime structure in these one-syllable words (c-ap).
- Research has indicated that the **syllable** is a more important unit of phonological awareness in Spanish than it is in English (Carreiras, Alvarez, and De Vega, 1993). **Spanish is an alphabetic language** with a regular and well-defined syllabic structure.
- Research has demonstrated that **vowels are best taught before consonants** in early Spanish reading instruction (Escamilla, 1999; Ferreiro, Pellicer, Rodríguez, Silva & Vernon, 1994). This is the direct opposite in English reading programs in which consonants are taught first.
- In Spanish, there are **only five vowel sounds**. General American English has about sixteen different vowel sounds, represented graphically by a myriad of numerous spellings. This presents one of the biggest obstacles for children learning to read in English, regardless of their language dominance. Children who learn to read in Spanish can more easily “break the code” because of this one-to-one letter correspondence.
- In Spanish, each vowel letter makes just one sound, no matter what spelling pattern it appears in, and this greatly simplifies early reading instruction.
- Research on phonemic awareness in English indicates that it should be taught in the pre-reading stage, and in fact, is a precursor to learning to read (Adams, 1990). Research done in Mexico yields very different results (Vernon & Ferreiro, 1999, 2000). For Spanish-speaking students, **phonemic and phonological awareness are not precursors to reading in Spanish** but are integral to the reading process and should be taught concurrently with reading and writing.
- With very few exceptions, there is a **direct sound to symbol correspondence in Spanish**. English does not have this direct correspondence. This makes the decoding process much easier to master in Spanish than in English.
- Spanish has a very **predictable orthography**, sometimes referred to as a transparent orthography. Once children learn the basic sound-symbol correspondences, they can easily decode most Spanish words. Thus, **by the end of first grade, children can read most Spanish text with a high level of accuracy, regardless of the familiarity of the word patterns**.



SPANISH LITERACY CURRICULUM AND INSTRUCTIONAL RESOURCES

KINDERGARTEN	CURRICULUM	SKILLS	RESOURCES
		• Phonemic Awareness • Phonics	• Cuaderno de Sonidos Iniciales • Sonidos Iniciales Wall Chart • Sonidos Iniciales Wall Cards • Picture and Letter Flashcards • Libro Grande de Cuentitos • Accordion-style Foldable Syllable Chart • Syllable Wall Chart • Silabas: Flash Cards • Silabas: Pocket Chart Cards • Palabras: Pocket Charts • Big Books • Reusable Phoneme/Sílabas Mats • Leveled Readers
		• Phonemic Awareness • Phonics • Vocabulary • Fluency • Comprehension	• High Frequency Word Cards • Photo Cards • Retelling Cards • Visual Vocabulary • Teaching Poster Interactive Read-Aloud Cards • Response Board • Sound/Spelling Cards • Workstation Activity Cards • Authentic Literature Books (Anthology & Readers Writers Workshop) • Decodable Readers • Leveled Readers

SPANISH LANGUAGE GUIDELINES:

The *Real Academia Española* (RAE) establishes rules and recommendations for the orthography of Spanish throughout the Hispanic world, presented in the latest edition of *Ortografía de la lengua Española* (2010).

PHONEMES:

According to the RAE, Spanish has a total of twenty-four (24) phonemes, five (5) vowels and nineteen (19) consonants.

- Vowels: /a/, /e/, /i/, /o/, /u/
- Consonants: /b/, /ch/, /d/, /f/, /g/, /j/, /k/, /l/, /ll/, /m/, /n/, /ñ/, /p/, /r/, /rr/, /s/, /t/, /y/, /z/

The *Estrellita* program includes the following considerations:

Hard and soft “c” and “g”

- The “c” of “conejo” is pronounced “hard” (“c fuerte”) and the “c” of “cepillo” is pronounced “soft” (“c suave”).
- The “g” of “gato” is pronounced “soft” (“g suave”) and the “g” of “gemelos” is pronounced “hard” (“g fuerte”).

“s”, “c suave”, “z”

- “s”, “c” (cepillo) and “z” all have the same sound.
- Note: The “x” has three sounds. The sound used in the Estrellita program is the “s” sound.
- Since “s”, “c suave” and “z” are much more common than “x”, this letter is not included with the “s”, “c suave” and “z” sounds.

“c fuerte” and “qu”

- The “c” of “conejo” and “qu” have the same sound. The letter “q” is always followed by “u”.
- Note: “k” also has the same sound as “c fuerte” and “qu”.
- Since words beginning with “k” are foreign words, the “k” is not included with these two letters.

“b” and “v”

- Depending on the regional background of the student, these letters may have the same sound.

“g fuerte” and “j”

- The “g” of “gemelos” and “j” have the same sound.

“ll” and “y”

- Depending on the regional background of the student, the letters “ll” and “y” have the same sound.

ALPHABET

The Spanish alphabet is made up of twenty-seven (27) letters. Listed below are the lowercase and uppercase forms of each letter, and underneath, their recommended name according to the RAE:

a, A <i>a</i>	b, B <i>be</i>	c, C <i>ce</i>	d, D <i>de</i>	e, E <i>e</i>	f, F <i>efe</i>	g, G <i>ge</i>	h, H <i>hache</i>	i, I <i>i</i>
j, J <i>jota</i>	k, K <i>ka</i>	l, L <i>ele</i>	m, M <i>eme</i>	n, N <i>ene</i>	ñ, Ñ <i>eñe</i>	o, O <i>o</i>	p, P <i>pe</i>	q, Q <i>cu</i>
r, R <i>erre</i>	s, S <i>ese</i>	t, T <i>te</i>	u, U <i>u</i>	v, V <i>uve</i>	w, W <i>uve doble</i>	x, X <i>equis</i>	y, Y <i>ye</i>	z, Z <i>zeta</i>



LETTERS WITH VARIOUS NAMES:

Some letters have different names with tradition and validity in different areas of the Hispanic world. The recommendation to use a single name for each letter does not mean that others with validity in use are considered incorrect. The table below shows the recommendation and other names identified by the RAE, and the correlation between the names used in *Maravillas* McGraw-Hill curriculum.

Note: The *Estrellita* program does not include a recommendation for letter names.

LETTER	REAL ACADEMIA ESPAÑOLA RECOMMENDED NAME	REAL ACADEMIA ESPAÑOLA OTHER NAMES	MARAVILLAS MCGRAW-HILL RECOMMENDED NAME
<i>b</i>	<i>be</i>	<i>be larga</i> <i>be grande</i> <i>be alta</i>	<i>be</i>
<i>v</i>	<i>uve</i>	<i>ve</i> <i>ve corta</i> <i>ve chica o chiquita</i> <i>ve pequeña</i> <i>ve baja</i>	<i>ve</i>
<i>w</i>	<i>uve doble</i>	<i>ve doble doble ve doble u</i> <i>doble uve</i>	<i>doble ve</i>
<i>y</i>	<i>ye</i>	<i>i griega</i>	<i>ye</i>
<i>i</i>	<i>i</i>	<i>i latina</i>	<i>i</i>

KINDERGARTEN DLI – SUGGESTED INSTRUCTIONAL PACING (2025-2026)



MARAVILLAS

DATES	MARAVILLAS UNIT	Suggested DAYS
Aug. 18-Sept 5	Unidad 0: “ Un buen comienzo ” Unidad/Comienzo del año ~ Establecer rutinas y procedimientos de enseñanza	14 3 weeks
Unit 1: Da un paso adelante - Weekly Concept & Essential Question		
Sept. 8-12	Week 1-HACER NUEVOS AMIGOS – ¿Cómo llevarse bien con los amigos?	5
Sept. 15-19	Week 2-LEVANTATE Y CAMINA – ¿Cómo se mueven los bebes de los animales?	5
Sept. 22-26	Week 3-USA TUS SENTIDOS – ¿Qué aprendes por medio de los sentidos??	5
Unit 2: Vamos a explorar - Weekly Concept & Essential Question		
Sept. 29-Oct. 3	Week 1-COSAS QUE USAMOS – ¿Qué cosas nos sirven para explorar?	5
Oct. 6-10 End of Quarter 1	Week 2-FIGURAS POR TODOS LADOS U – ¿Qué figuras ves a tu alrededor?	5
Oct. 13-16	Monitor the Learning: Revisit skills taught thus far in Quarter 1, and progress monitor through data collection.	4
Oct. 20-24	Week 3-UN MUNDO DE INSECTOS – ¿Qué clase de insectos conoces?	5
Unit 3: A visitor lugares - Weekly Concept & Essential Question		
Oct. 27-31	Week 1-REGLAS QUE HAY QUE CUMPLIR – ¿Qué reglas debemos cumplir en los lugares que visitamos?	5
Nov. 3-7	Week 2-SONIDOS A NUESTRO ALREDEDOR – ¿Qué sonidos oímos?	5
Nov. 10-14	Week 3-LUGARES A LOS QUE VAMOS – ¿A qué lugares vas durante la semana?	4
Unit 4: En el vecindario - Weekly Concept & Essential Question		
Nov. 17-21	Week 1-HORA DE TRABAJAR – ¿Con qué hace la gente su trabajo?	5
Dec. 1-5	Week 2-CONOCE A TUS VECINOS – ¿Quiénes son tus vecinos?	5
Dec. 8-12	Week 3-COLABORA – ¿Qué podría hacer la gente para mejorar la comunidad?	5
Dec. 15-19 End of Quarter 2	Monitor the Learning: Revisit skills taught thus far in Quarter 2, and progress monitor through data collection.	5

WONDERS



DATES	WONDERS UNIT	Suggested DAYS
Aug. 18-Sept 5	Unit 0: “ Start Smart ” Unit/Beginning of Year ~ Establishing Instructional Routines & Procedures and Data Collection as needed	14 3 weeks
Unit 1: Take a New Step - Weekly Concept & Essential Question		
Sept. 8-12	Week 1-MAKE NEW FRIENDS- How can we get along with friends?	5
Sept. 15-19	Week 2-GET UP AND GO- How do baby animals move?	5
Sept. 22-26	Week 3-USE YOUR SENSES- How can your sense help you learn?	5
Unit 2: Animal Discoveries - Weekly Concept & Essential Question		
Sept. 29-Oct. 3	Week 1-TOOLS WE USE-How do tools help us explore?	5
Oct. 6-10 End of Quarter 1	Week 2-SHAPES ALL AROUND US-What shapes do you see around you?	5
Oct. 13-16	Monitor the Learning: Revisit skills taught thus far in Quarter 1, and progress monitor through data collection.	4
Oct. 20-24	Week 3-WORLD OF BUGS-What kind of bugs do you know about?	5
Unit 3: Going Places - Weekly Concept & Essential Question		
Oct. 27-31	Week 1-RULES TO GO BY-What rules do we follow in different places?	5
Nov. 3-7	Week 2-SOUND AROUND US-What are the different sounds we hear?	5
Nov. 10-14	Week 3-THE PLACES WE GO-What places do you go to during the week?	4
Unit 4: Around the Neighborhood - Weekly Concept & Essential Question		
Nov. 17-21	Week 1-TIME FOR WORK-What do people use to do their job?	5
Dec. 1-5	Week 2-MEET YOUR NEIGHBORS-Who are your neighbors?	5
Dec. 8-12	Week 3-PITCH IN-How can people help to make your community better?	5
Dec. 15-19 End of Quarter 2	Monitor the Learning: Revisit skills taught thus far in Quarter 2, and progress monitor through data collection.	5

KINDERGARTEN DLI – SUGGESTED INSTRUCTIONAL PACING (2025-2026)



MARAVILLAS

Unit 5: Maravillas de la naturaleza - Weekly Concept & Essential Question		
Jan. 12-16	Week 1-CÓMO CRECEN LAS PLANTAS? – ¿Qué necesitan los seres vivos para crecer?	5
Jan. 20-23	Week 2-ÁRBOLES – ¿Cómo cambian los seres vivos al crecer?	4
Jan. 26-30	Week 3-PRODUCTOS DE LA GRANJA – ¿Qué se produce en una granja?	5
Unit 6: Tiempo durante las estaciones - Weekly Concept & Essential Question		
Feb. 2-6	Week 1-LAS CUATRO ESTACIONES – ¿En qué se diferencian las estaciones?	5
Feb. 10-13	Week 2-QUÉ TIEMPO HACE? – ¿Qué pasa cuando el tiempo cambia?	4
Feb. 17-20	Week 3-TORMENTAS – ¿Cómo te proteges cuando hace mal tiempo?	4
Unit 7: El reino animal - Weekly Concept & Essential Question		
Feb. 23-27	Week 1-LOS BEBES DE LOS ANIMALES – ¿En qué se parecen y en qué se diferencian algunos animales?	5
March 2-6	Week 2-AMIGOS DE LOS MASCOTAS – ¿Qué cuidados necesitan las mascotas?	5
March 9-12	Week 3-HÁBITATS DE ANIMALES – ¿Dónde viven los animales?	4
March 16-20 End of Quarter 3	Monitor the Learning: Revisit skills taught thus far in Quarter 3, and progress monitor through data collection.	5
Unit 8: De aquí para allá - Weekly Concept & Essential Question		
March 23-27	Week 1-EN MARCHA – ¿Qué te ayuda a ir de un lugar a otro?	5
April 7-10	Week 2-MIS ESTADOS UNIDOS – ¿Qué sabes sobre nuestro país?	4
April 13-17	Week 3-MIRA HACIA EL CIELO – ¿Qué cosas vez en el cielo?	5
Unit 9: Las cosas cambian - Weekly Concept & Essential Question		
April 20-24	Week 1-ASI CRECES – ¿Cómo puedes ayudar en casa?	5
April 27-May 1	Week 2-BUENOS CIUDADANOS – ¿Qué hace un buen ciudadano?	5
May 4-8	Week 3-NUESTROS RECURSOS NATURALES – ¿Cómo se usan los recursos de la naturaleza para hacer nuevas cosas?	5
Unit 10: Pensar de manera distinta - Weekly Concept & Essential Question		
May 11-15	Week 1-EXPERTOS EN RESOLVER PROBLEMAS – ¿Qué ocurre cuando trabajamos en equipo?	5
May 18-22	Week 2-INGENIO – ¿En qué se parecen las cosas?	5
May 26-29	Week 3-PROTEGER NUESTRA TIERRA – ¿Qué ideas sugieres para proteger el medio ambiente?	4
June 1-5	Monitor the Learning: Revisit skills taught thus far in Quarter 3, and progress monitor through data collection.	5
June 8-11 End of Quarter 4	-Last Week of School Year-	4

WONDERS



Unit 5: Wonders of Nature - Weekly Concept & Essential Question		
Jan. 12-16	Week 1-HOW DOES YOUR GARDEN GROW? What do living things need to grow?	5
Jan. 20-23	Week 2-TREES-How do living things change as they grow?	4
Jan. 26-30	Week 3-FRESH FROM THE FARM-What kinds of things grow on a farm?	5
Unit 6: Weather for All Seasons - Weekly Concept & Essential Question		
Feb. 2-6	Week 1-THE FOUR SEASONS-How are the seasons different?	5
Feb. 10-13	Week 2-WHAT'S THE WEATHER? What happens in different kinds of weather?	4
Feb. 17-20	Week 3-STORMY WEATHER-How can you stay safe in bad weather?	4
Unit 7: The Animal Kingdom - Weekly Concept & Essential Question		
Feb. 23-27	Week 1-BABY ANIMALS-How are some animals alike and how are they different?	5
March 2-6	Week 2-PET PALS-How do you take care of different kinds of pets?	5
March 9-12	Week 3-ANIMAL HABITATS-Where do animals live?	4
March 16-20 End of Quarter 3	Monitor the Learning: Revisit skills taught thus far in Quarter 3, and progress monitor through data collection.	5
Unit 8: From Here to There - Weekly Concept & Essential Question		
March 23-27	Week 1-ONE THE MOVE-What can help you go from here to there?	5
April 7-10	Week 2-MY USA-What do you know about our country?	4
April 13-17	Week 3-LOOK TO THE SKY-What do you see in the sky?	5
Unit 9: How Things Change - Weekly Concept & Essential Question		
April 20-24	Week 1-GROWING UP=How can you help out at home?	5
April 27-May 1	Week 2-GOOD CITIZENS-How can you be a good citizen?	5
May 4-8	Week 3-OUR NATURAL RESOURCES-How can things in Nature be used to make new things?	5
Unit 10: Thinking Outside the Box - Weekly Concept & Essential Question		
May 11-15	Week 1-PROBLEM SOLVERS-What happens when we work together?	5
May 18-22	Week 2-SORT IT OUT-In what ways are things alike? How are they different?	5
May 26-29	Week 3-PROTECTR OUR EARTH-What ideas can you suggest to protect the environment?	4
June 1-5	Monitor the Learning: Revisit skills taught thus far in Quarter 3, and progress monitor through data collection.	5
June 8-11 End of Quarter 4	-Last Week of School Year-	4

KINDERGARTEN DLI – SUGGESTED INSTRUCTIONAL PACING (2025-2026)

ESTRELLITA*

QUARTER 1	WEEK	Aug. 18-29	Sept. 2-12	Sep.15-26	Sep. 29-Oct. 3	Oct. 6-10		Oct. 13-16	
	SKILLS	Introduction to Los sonidos iniciales	Los sonidos iniciales Segment #1 Vowels: o, a	Segment #1 Vowels: i, u, e	Segment #2: m, p, s, l Segment #3: Review 1 st column	Segment #4 t, d, r, c (fuerte, suave)	Segment #5 Review	Segment #6 n, f, b, j	Segment #7 Review: second column
	SUGGESTED PACING	10 days	9 days	10 days	5 days	5 days		4 days	
QUARTER 2	WEEK	Oct. 20-24		Oct. 27-31	Nov. 3-7		Nov. 10-21	Dec. 1-5	Dec. 8-19
	SKILLS	Segment #8 Review: 1st & 2nd columns	Segment #9 g (fuerte, suave), ch, ñ, v, ll	Segment #10 Review: Columns 1-3 q, z, h, y, x	Segment #11 4 th column k, w	Segment #12 Review: All columns	Sílabas con a Review	Palabras con a	Oraciones con a Review
	SUGGESTED PACING	5 days		5 days	5 days		9 days	5 days	10 days
QUARTER 3	WEEK	Jan. 12-16	Jan. 20-23	Jan. 26-30	Feb. 2-13	Feb. 17-20	Feb. 23-27	March 2-6	March 9-20
	SKILLS	Sílabas con e	Sílabas con a-e	Palabras con a-e	Oraciones con a-e Review	Sílabas con i	Sílabas con a-e-i	Palabras con a-e-i	Oraciones con a- e-i Review
	SUGGESTED PACING	5 days	4 days	5 days	9 days	4 days	5 days	5 days	9 days
QUARTER 4	WEEK	March 23-27	April 7-10	April 13-17	April 20-May 1	May 4-8	May 11-15	May 18-22	May 26-29
	SKILLS	Sílabas con o	Sílabas con a-e-i-o	Palabras con a-e-i-o	Oraciones con a-e-i-o	Sílabas con u	Sílabas con a-e-i-o-u	Palabras con a-e-i-o-u	Oraciones con a-e-i-o-u
	SUGGESTED PACING	5 days	4 days	5 days	10 days	5 days	5 days	5 days	4 days
	WEEK	Review – June 1-11							



MARAVILLAS AND ESTRELLITA COMPARISON



Time Frame	Maravillas	Estrellita*	Time Frame	Maravillas	Estrellita*
Week 0	Smart Start: All letters and sounds; vowels		Week 19	Sonido /y/ de ll	Sílabas con “a-e”
Week 1	Sonido /m/	Introduction to Los sonidos iniciales	Week 20	Sonido /g/ (ga, go, gu)	Palabras con “a-e”
Week 2	Sonido /p/	Introduction to Los sonidos iniciales	Week 21	Sonido /k/ de c (ca, co, cu)	Oraciones con “a-e”
Week 3	Sonido /t/	Los sonidos iniciales (cont.)	Week 22	Sonido /k/ de q (que, qui)	Review: “a-e”
Week 4	Sonido /l/	Segment #1: (Vowels: o, a)	Week 23	Sonido r, (ra, re, ri, ro, ru medio)	Sílabas con “i”
Week 5	Sonido /s/	Segment #1: (Vowels: i, u)	Week 24	Review	Sílabas con “a-e-i”
Week 6	Review	Segment #1: (Vowels: e) Review: first column	Week 25	Sonido /s/ de z (za, zo, zu)	Palabras con “a-e-i”
Week 7	Sonido /n/	Segment #2: m, p, s, l Segment #3: Review first column	Week 26	Sonido /s/ de c (ce, ci)	Oraciones con “a-e-i”
Week 8	Sonido /d/	Segment #4: t, d, r, c (fuerte, suave) Segment #5: Review first column and t, d, r, c	Week 27	Sonido /j/ de g (ge, gi)	Review: “a-e-i”
Week 9	Sonido /b/ de v	Segment #6: n, f, b, j Segment #7: Review second column	Week 28	Sonido /k/	Sílabas con “o”
Week 10	Sonido /b/	Segment #8: Review first and second columns, Segment #9: g (fuerte, suave), ch, ñ, v, ll	Week 29	Sonido /g/ (gue, gui)	Sílabas con “a-e-i-o”
Week 11	Sonido /f/	Segment #10: Review first, second, and third columns q, z, h, y, x	Week 30	Review	Palabras con “a-e-i-o”
Week 12	Review	Segment #11: fourth column: k, w Segment #12: Review all columns	Week 31		Oraciones con “a-e-i-o”
Week 13	Sonido /rr, (inicial, medio)	Sílabas con “a”	Week 32		Review: “a-e-i-o”
Week 14	Sonido /j/	Palabras con “a” Review: Sílabas con “a”	Week 33		Sílabas con “u”
Week 15	Sonido /y/	Palabras con “a”	Week 34		Sílabas con “a-e-i-o-u”
Week 16	Sonido /ch/	Oraciones con “a”	Week 35		Palabras con “a-e-i-o-u”
Week 17	Sonido /ñ/	Review: “a”	Week 36		Oraciones con “a-e-i-o-u”
Week 18	Review	Sílabas con “e”	Week 37		Review: “a-e-i-o-u”

YEAR AT A GLANCE: **KINDERGARTEN DLI** – SPANISH LANGUAGE ARTS/ENGLISH LANGUAGE ARTS (2025-2026)

	QUARTER 1 <i>August 18-October 10</i>			QUARTER 2 <i>October 13-December 19</i>			QUARTER 3 <i>January 12-March 20</i>			QUARTER 4 <i>March 23- June 11</i>		
Maravillas	UNIDAD 0	UNIDAD 1	UNIDAD 2	UNIDAD 2	UNIDAD 3	UNIDAD 4	UNIDAD 5	UNIDAD 6	UNIDAD 7	UNIDAD 8	UNIDAD 9	UNIDAD 10
	<i>Un buen comienzo</i>	<i>Friends & Family</i>	<i>Vamos a explorar</i>	<i>Vamos a explorar</i>	<i>A visitor lugares</i>	<i>En el vecindario</i>	<i>Maravillas de la naturaleza</i>	<i>Tiempo durante las estaciones</i>	<i>El reino animal</i>	<i>De aquí para allá</i>	<i>Las cosas cambian</i>	<i>Pensar de manera distinta</i>
	Unit 0 Planner Weeks 1-3	Unit 1 Planner Weeks 1-3	Unit 2 Planner Weeks 1-3	Unit 2 Planner Weeks 1-3	Unit 3 Planner Weeks 1-3	Unit 4 Planner Weeks 1-3	Unit 5 Planner Weeks 1-3	Unit 6 Planner Weeks 1-3	Unit 7 Planner Weeks 1-3	Unit 8 Planner Weeks 1-3	Unit 9 Planner Weeks 1-3	Unit 10 Planner Weeks 1-3
	UNIT ASSESSMENT	Unidad 1	Unidad 2	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8	Unidad 9	Unidad 10
Estrellita	Introduction – Segment #5			Segment #6 – Oraciones con “a”			Sílabas con “e” – Oraciones con “a-e-i”			Sílabas con “o” – Oraciones con “a-e-i-o-u”		
ELA/ELD	Academic Conversations Structures/ Talk Norms	Unit 1 Designated ELD Lessons	Unit 2 Designated ELD Lessons	Unit 2 Designated ELD Lessons	Unit 3 Designated ELD Lessons	Unit 4 Designated ELD Lessons	Unit 5 Designated ELD Lessons	Unit 6 Designated ELD Lessons	Unit 7 Designated ELD Lessons	Unit 8 Designated ELD Lessons	Unit 9 Designated ELD Lessons	Unit 10 Designated ELD Lessons
		Unit 1 Cross Linguistic Transfer Lessons	Unit 2 Cross Linguistic Transfer Lessons	Unit 2 Cross Linguistic Transfer Lessons	Unit 3 Cross Linguistic Transfer Lessons	Unit 4 Cross Linguistic Transfer Lessons	Unit 5 Cross Linguistic Transfer Lessons	Unit 6 Cross Linguistic Transfer Lessons	Unit 7 Cross Linguistic Transfer Lessons	Unit 8 Cross Linguistic Transfer Lessons	Unit 9 Cross Linguistic Transfer Lessons	Unit 10 Cross Linguistic Transfer Lessons
Assessments	<i>i-Ready Spanish Evaluación D1</i> <i>Spanish FSA 1</i>			<i>i-Ready Spanish Evaluación D2</i> <i>Sistema de evaluación de la lectura Q2</i>			<i>Spanish FSA 2</i>			<i>i-Ready Spanish Evaluación D3</i> <i>Spanish FSA 3</i> <i>Sistema de evaluación de la lectura Q4</i> <i>i-Ready English Diagnostic D3</i>		

K-Spanish FSA Assessment Windows:
#1: Sept 2 to Oct 13; **#2:** Jan 26 to March 23; **#3:** May 26 to June 11

CA Reading Difficulties Reading Screener
*This must be done **once a year** in Grades K-2, as per AB 114*
Screening Window: TBD

i-Ready Assessment Windows: **D1:** Aug. 18-Sept. 5; **D2:** Dec. 1-12; **D3:** May 26-June 5

Parent /Teacher Conferences: October 20th - 24th

Buyback Days: Aug. 13th, Oct 17th & March 13th
Report Cards: Oct 14-17, Jan. 12-16, March 23-27 & June 11
 Traditional School Year - 180 teaching days and 5 non-student days

MARAVILLAS ~ TIER 1 INSTRUCTIONAL PLANNING RESOURCES ~

Spanish DLI PLC Collaboration	Guiding Documents for Assessment	CIPL Guiding Documents for Planning	Curriculum Support
  Have a great resource or idea to share? Would you like to see other great ideas happening in other DLI classrooms? Share resources with other DLI teacher across Fresno Unified using the Spanish DLI Microsoft Team Have QUESTIONS specific to Spanish Dual Language Immersion? Connect with a member from English Learner Services HERE. We are happy to support! 😊	2025-26 AMA Assessment Calendar Maravillas Evaluación del nivel y prueba de diagnóstico Maravillas Assessment Components and Resources Maravillas Acceleration Resources Un paso más Lecciones en línea* <i>Maravillas Tier 2 Intervención Guías del maestro*</i>	2025 2026 FUSD Academic Calendar CA CCSS en Español CA SLD Literacy Standards Maravillas 3 Core Components Maravillas Planning Guide Instructional Practice Guide Instructional Routines Handbook Maravillas Appendix Maravillas Recursos de destrezas fundamentales Maravillas Suggested Lesson Plans and Pacing Guides K-2 Maravillas Intervención Reconocimiento Fonológico	CA Maravillas Materials List Maravillas Teacher Resource Book Maravillas Decodable Readers Maravillas Leveled Readers Maravillas Workstation Activity Cards Correlation FAQ-Tarjetas de fonética Spanish Literacy Groupings for Tarjetas de Fonética Labels for Tarjetas de Fonética Maravillas K-2 Phonics Progression K-2 Palabras de uso frecuente Tarjetas Armapalabras Academic Conversations Resources-Español

*These *Maravillas* and *Wonders* resources MUST be accessed through the *Maravillas* and *Wonders* online platform.

WONDERS ~ TIER 1 INSTRUCTIONAL PLANNING RESOURCES ~

ELD: Standards & Support	Guiding Documents for Assessment	CIPL Guiding Documents for Planning	Curriculum Support
ELD Standards - CA Dept of Ed 2014 ELA/ELD Framework - CA Dept of Ed <i>All our English Learner students must receive Designated ELD</i>  Designated ELD Toolkit dELD LESSONS for Kinder	2025-26 AMA Assessment Calendar Wonders K-6 Placement & Diagnostic Assessment Handbook.pdf Assessment Components and Resources in Wonders.pdf Letter Naming Fluency ppt High Frequency Words in ppt Phonics Survey K-6.pdf	2025 2026 FUSD Academic Calendar CCSS for ELA - CA Dept of Ed WHAT & HOW: The CORE Components for K Weekly Planning Guide K-2 Grade K Wonders Weekly Text Set What IS Structured Literacy Evidence Based Teaching Practices Orton Gillingham FAQs Science of Reading INSTRUCTIONAL CONSIDERATIONS	CA Wonders Gr K Materials List.pdf Grade K Teacher Resource Book.pdf Decodable Readers Guide Kinder.pdf Sound Spelling Cards ppt with Pronunciation How to Introduce the Sound Spelling Cards video (2:30-5:30) Wonders Leveled Readers Guide for K Instructional Routine Handbook.pdf Suggested Lesson Plans & Pacing Guides.pdf What are the Wonders resources that support RFS? Kinder Wonders Instructional Routine Handbook
 Have QUESTIONS with this document or your instructional planning? Connect with a K-6 ELA Team member from CIPL here. We are happy to support!	 Check out these helpful videos! <i>ELA Instruction IN ACTION</i> ELA K6 FUSD YouTube Channel	ELA Supplemental Supports	

ESTRELLITA ~ TIER 1 INSTRUCTIONAL PLANNING RESOURCES

Wall Chart Component	Teacher Component	Sonidos Component	Blending Component
- Sonidos Iniciales Wall Chart - Blending Las Sílabas Wall Chart - Blending 5 Individual Sílabas Wall Charts	- Teacher's Guide (Digital) - Implementation Checklist with Registration Code (Revised for 2021) - Guía de Ayuda Rápida (Revised for 2021) - Graduation Certificates (Consumables) - Student Portal Instruction Guide (Digital)	- Cuaderno de tarea: Sonidos (Class Set/Consumable) (New for 2021) - Sonidos Iniciales Wall Cards - Sonidos Iniciales CD (Digital) - Sonidos Iniciales Picture and Letter Cards - Mi Cuaderno de los Sonidos Iniciales (Class Set/Consumables) - Puppets (Class Set) - Stories and Cheers Cards - Riddle Cards - Porras CD (Cheers CD) (Digital) - Pom-Pom - Las Canciones de Estrellita CD (Digital) - Las Canciones de Estrellita Lyrics (Digital)	- Mi Cuaderno de Lectura: Sílabas, Palabras, Oraciones y Cuentos (Class Set/Consumables) - Big Books (Set of 5) - Syllable Flip Chart 3 Reusable Phoneme/Sílabas Mats (New for 2021) - Sílabas con Flash Cards - Sílabas Cards (from Big Books) - Palabras Cards - Palabras Cards (from Big Books) - Cuaderno de tarea: Blending (New for 2021)
Assessment Component	Writing Component		
- Instruction Guide (Digital) - Student Booklet - Assessment App (iOS/Android)	- Writing Instruction Guide (Digital) (Revised for 2021) 6 Reusable Handwriting Mats (New for 2021)		

[Spelling Pattern Augmentation for Estrellita Wall Cards](#)
[Estrellita Sonidos Chart](#)
[Estrellita Tableros de Fonética 1](#)
[Estrellita Tableros de Fonética 2](#)

**Estrellita planning resources are available in print.*

KINDERGARTEN ROUTINES

These routines...

effectively organize instruction • help set clear expectations for students • help teachers scaffold instruction • minimize instructional time and teacher talk • maximize student participation

SHARED WRITING Why Shared writing is a critical step toward independent writing. It provides a model and guides children through each step of the writing process, enabling them to master the steps when they write on their own. How Provide a topic and then work with children to brainstorm ideas. • Write their ideas and then read each word aloud as you track the print. • Explain that you read from left to right and top to bottom. • Read the final list or sentences aloud with children, tracking the print.	READING FLUENTLY Why By listening to good models of fluent reading, children learn how a reader's voice can help written text make sense. How Provide children with a model of fluent reading. • Pay particular attention to punctuation. • Use a variety of tones. • Use rhythm. Read exciting parts faster. Read more slowly when text expresses sadness or other "heavy" feelings.	PROVIDING DIRECTIONS Why Your ability to manage the classroom depends on children's ability to understand and follow directions. How Be concrete. Whenever possible, demonstrate and model what you want children to do. • Keep directions short and simple. • If you ask children to do more than one thing, explain what is expected one step at a time. • Check that they understand by asking them to repeat or explain the directions	WORD WALLS Why Displaying high-frequency words reinforces general principles about words, encourages reading, and helps children remember connections between words. The Word Wall is a critical reference tool during writing activities. How • Create a column for each letter. Show both upper- and lowercase letters. • Add new words each week. • Write the words in large letters where children can easily view them. • Practice, review, and refer to words on the Word Wall regularly.
RECORDING CHILDREN'S COMMENTS Why Writing down what children say helps them to understand that spoken words are made of sounds and that letters represent those sounds in written language. How As you write what children have said, say the words aloud. • Stress the individual phonemes that the letters represent. This models phonemic awareness and reinforces letter-sound correspondence. • Read the completed words or sentence aloud	RETELLING Why Retelling is a great way to confirm children's listening comprehension. As children retell, they must recall the story and think about the characters, plot, structure, and other critical story features. How • Introduce children to retelling by displaying the book and paging through it. • Begin by asking questions that guide children to recall the basic events and contents of the book. • When applicable, use the words beginning, middle, and end to help guide children's retelling.	SHARING AND CREATING RHYMES Why Recognizing rhymes is a key aspect of phonemic awareness. Children who can identify and make oral rhymes have developed the beginnings of phonemic awareness. How • Incorporate rhymes into your daily routines. • Have children share and create their own rhymes. Brainstorming rhyming words (both real and nonsense) is a fun and effective way to develop phonemic awareness	A PRINT-RICH CLASSROOM Why There is no better way to convey the importance of print than to make it an integral part of the classroom. How • Create signs and labels for key areas and items in the room. • Display graphic organizers, the Word Wall, and children's writing. • Create a Message Center where children can write their own thoughts and ideas independently.

	• Ask higher-level questions that prompt children to summarize story concepts.		
TEACHING HIGH-FREQUENCY WORDS Why High-frequency words are the words that appear most often in books. The Dolch Words represent more than 60 percent of the words in early reading materials. Learning to recognize these high-frequency words by sight is critical to developing fluency in reading. How • Offer instruction in the Dolch high-frequency words, using word cards, letter tiles, and magnetic letters. • Reinforce the words by using them in the Daily Warm-Up and writing activities, and at other times when you write and share print with children.	PUBLISHING CHILDREN'S WORK Why Children develop pride in their literary accomplishments and confidence in their ability as writers when you publish class books. How • Have children create illustrations for their individual or group writing. • Brainstorm a title for the book and have children write and illustrate the cover. • Collect and bind the pages. • Then place the book in the class library.	ORAL VOCABULARY ROUTINE (DEA) Define the word/Provide an example of the word in a sentence/Ask a question using the word Define: If you grasped something, you held it very tightly. Example: The boy grasped the baseball bat. Ask: What equipment on the playground do you usually grasp? Define: To escape is to get out and away from someplace. Example: The dog was able to escape from the yard. Ask: Why do you think a dog may want to escape from a yard?	THE GRADUAL RELEASE OF RESPONSIBILITY I Do This is where the teacher explains and models to their students what it is they are learning to do. We Do In this step, the teacher and students work together and share the instruction. Students get to practice while the teacher guides and teaches. You Do, I Watch After students have had the chance to practice with the teacher, it's time for them to practice on their own. This is where the teacher observes and offers corrective feedback as students collaborate and practice. You Do It Alone After modeling, showing, guiding, and allowing them to practice, it's time for the students to work independently.
COLLABORATIVE CONVERSATIONS 1. Introduce the focus of the conversation. Give students the topic they will discuss. 2. Review relevant guidelines to support student participation. Call attention to any guidelines or resources you want students to focus on.	SENTENCE SEGMENTATION This routine helps students distinguish the words within a sentence. It is used in the beginning of kindergarten as students develop phonological awareness. 1. Explain Explain to students that knowing how many words are in a sentence they hear is an important step in learning to read and write. Tell students that you will read a poem, nursery rhyme, or other	SOUND-BY-SOUND BLENDING ROUTINE 1. Explain Briefly explain the routine and its purpose. <i>Today we will be blending sounds to make words. The more practice we have sounding out words with the letters and spellings we have learned, the better readers we will be.</i> 2. Model Display the first word, writing it on the Response Board or placing letter cards in a pocket chart. Model how to blend sounds. <i>We will say each sound. Watch me, my turn:</i> [Touch under each letter and say the sound]. /s/ /a/ /t/ <i>Now do it with me.</i> [Touch under each letter and say the sound with students.] <i>Now do it by yourselves.</i> [Touch under each letter as students say the sound.]	

3. Provide specific information so students know exactly what to do. Tell students how much time they have to discuss, who they are talking with (partner, small group, whole group), and what you expect them to do as a result of the conversation (e.g., take notes, write a reflection, share with the larger group). 4. Monitor student conversations and provide corrective feedback as necessary. Listen as students discuss to be sure they stay on topic and follow guidelines. 5. Close the conversation(s). Highlight positive behaviors and contributions. 6. Provide corrective feedback as needed. Point out what they are doing right or redirect as needed.	short text. Then you will reread it to count the number of words they hear in each line. 2. Model Read aloud a short text all the way through. Then model how to count the words you hear in a line. 3. Guided Practice Continue reading the short text line by line, asking students to hold up a finger for each word they hear. 4. Practice Students can practice independently by completing related pages from the Practice Book or doing Phonological Awareness Activities online.	<i>Now we will blend the sounds to make a word. Watch me, my turn:</i> [Point to the left of s and sweep under the a, stretching each sound for 1–1 ½ seconds as you blend them.] <i>Now do it with me.</i> [Sweep under the letters and blend the sounds with students.] <i>Now do it by yourselves.</i> [Sweep under the letters as students say the sound.] Repeat to blend the third sound. <i>Now we will say the word. Watch me, my turn:</i> [Slide your hand under the word] sat. <i>Now do it with me.</i> [Sweep under the letters and say the word with students.] <i>Now do it by yourselves.</i> [Sweep under the letters as students say the word.] Repeat until students understand the task. 3. Guided Practice Select words from the list, display them, and have students blend sounds. This portion of the lesson should be brief and take 5–10 minutes maximum. Point to each letter.] <i>Sound?</i> Have students chorally say the sound. Repeat for each letter. [Point to the left of the word; sweep under the first two letters.] <i>Blend?</i> Have students chorally blend the sounds. Repeat for all letters in the word. [Point to the left of the word; sweep quickly under the whole word.] <i>Word?</i> Have students chorally say the word. 4. Practice Provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. Have students chorally read the word lists and sentences. Students should read a word every two seconds. This will help to develop fluency with the words and spelling patterns before students read the Decodable Text.
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*Most of these are condensed from the Kindergarten Teacher’s Edition.
For more support, refer to the **NEW Wonders Instructional Routine Handbook***

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Alex Belanger, Chief Executive

Date: October 10, 2025

Phone Number: (559) 457-6126

Regarding: Program Management Agreement with Kitchell CEM, Inc.

On February 14, 2025, the Fresno Unified School District ("District") published RFQ No. 25-04 – Request for Qualifications for Professional Services – Construction Related Consultants ("RFQ"). The RFQ invited consultants to submit a statement of qualifications to perform work in 14 different areas of consulting expertise, one of which was Construction Project Management Services. After reviewing the submitted proposals, on May 28, 2025, the Board approved the pools of selected consultants for each of the respective areas of expertise, and authorized District staff to enter into agreements with those consultants, as necessary, for a five-year period.

The pool of selected consultants for Construction Project Management Services included Kitchell CEM ("Kitchell"). Once selected, the district entered an agreement with Kitchell with a scope of services that includes program management services.

Program management is included under the definition of construction management services. It involves budgetary and analytic services in the management of the program itself, as opposed to the management of specific construction projects. However, because program management services are seen by some as professional services – an arguably different category from construction-related consultants – there may be some confusion about authorizing an agreement for these services pursuant to the RFQ.

The purpose of this communication is to clarify that the award of the agreement to Kitchell was authorized under the RFQ. First, program management services are commonly understood to be under the umbrella of construction management services. Furthermore, many of the same consultants that provide project management services also provide program management services. Finally, during the selection process, each of the prospective candidates was asked about their qualifications and interest in performing program management services. While many of the consultants that were ultimately selected to be in the pool are qualified to perform program management services, Kitchell was the only candidate that expressed an interest in performing those services for the district.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Alex Belanger at (559) 457-6126.

Cabinet Approval:



Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer