

ENGLISH LANGUAGE ARTS

Kindergarten



Unit 1

Star Light, Star Bright: Nursery Rhymes and Fables

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can I retell a story to show what happened first, next, and last?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to and talk about classic nursery rhymes and fables. As they listen to these stories, students will learn new words, talk with classmates, and retell the rhymes by remembering what happened first, next, and last. They will also compare characters and think about what makes each story special. Students will practice writing letters and use drawing and writing to share what they learned. They will work in groups to talk about the stories and build their speaking and listening skills.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Pick a nursery rhyme or fable. What are the main events that happened? Tell a partner and/or draw the main events. RL.K.2**
- **What are the main events that happened? Tell a partner and/or draw the main events. RL.K.2**
- **What happened in the nursery rhyme or fable, and how can you show it with a picture and labels that include three important parts of the story? RL.K.2**
- What kind of text is (title of nursery rhyme/fable)? RL.K.5
- Is Jack and Jill a nursery rhyme or a fable? RL.K.5
- What can you say about this picture/rhyme/fable using a full sentence? W.K.10
- **How did you listen and share your ideas when talking with your friends or teacher today? SL.K.1**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, retell familiar stories, including key events. RL.K.2
- Correctly form upper and lowercase letters with line awareness. (95%).
W.K.10a
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print.
RF.K.1
- Follow words from left to right, top to bottom and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Count, produce, blend, and segment syllables in spoken words. RF.K.2.c
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, identify characters, settings and major events in a story. RL.K.3

- Ask and answer questions about unknown words in a text. RL.K.4
- Recognize common types of texts (e.g., storybooks, poems). RL.K.5
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RL.K.11
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.K.10
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). W.K.10d
- Produce and expand complete sentences in shared language activities. W.K.10e
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Extend a conversation through multiple exchanges. SL.K.1b
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Demonstrate command of the conventions of standards English grammar and usage when speaking. SL.K.7
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7c
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7d
- Produce and expand complete sentences in shared language activities. SL.K.7e

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Unit 2

See, Hear, Smell, Taste, Touch: The Five Senses

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do our five senses help us learn about the world?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will explore the world around them by learning about the five senses—sight, hearing, smell, taste, and touch. They will discover how their bodies help them to gather information and how they can use words to describe what they see, hear, and feel. As students ask and answer questions about what they learn, they will build important reading and listening skills. They will describe key ideas from informational texts and share opinions through drawings and writings based on read-alouds.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What challenges did the characters have, and how did they learn about the world in a different way? RI.K.1 Suggest: Ray Charles and/or Helen Keller**
- **What is one important thing the author wants us to know? RI.K.1**
- **How can a key word or picture help you understand the topic you learned about? RI.K.1**
- What did you say or draw to share your opinion and why you liked it? W.K.1
- **What question did you ask today to help you learn or understand something better? SL.K.3**
- **What did you do when something was confusing or you didn't understand? SL.K.3**
- What can you tell me about someone or something you know well? What details help me picture it? SL.K.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- Correctly form upper and lowercase letters with line awareness. (95%).
W.K.10a
- Ask and answer questions to seek help, get information or clarify what is not understood. SL.K.3

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print.
RF.K.1
- Follow words from left to right, top to bottom and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Count, produce, blend, and segment syllables in spoken words. RF.K.2.c
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, retell familiar stories, including key events. RI.K.2
- With prompting and support, identify characters, settings and major events in

a story. RI.K.3

- Ask and answer questions about unknown words in a text. RI.K.4
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. RI.K.11
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RI.K.13
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Use frequently occurring nouns and verbs in writing. W.K.10b
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6
- Use frequently occurring nouns and verbs in speech. SL.K.7a

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Unit 3

Underdogs and Heroes: Stories

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can stories help us learn about characters, places, and what happens?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to classic and multicultural stories to learn about different places and traditions. As students listen and talk about these stories, they will learn to name the characters, describe the setting, and retell the important events. They will practice putting story events in the correct order and compare characters from different stories. Students will also draw, tell, and write about what happened in the stories and how the characters felt.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Who are the main characters in the story? (RL.K.3)**
- **Where and when does the story happen (the setting)? (RL.K.3)**
- **What major events happen first, next, and last? (RL.K.3, RL.K.5)**
- What does the word ___ mean? RL.K.4 Use words from vocabulary slides
- **What happened first, next, and last in the story? Write and draw to show the order of events. W.K.3**
- What question(s) can you ask if you don't understand something? SL.K.3
- What else happened in the story? SL.K.1b

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, identify characters, settings and major events in a story. RL.K.3

- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print and can point with one- to-one correspondence. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Blend and segment onsets and rimes (word families) of single-syllable spoken words. RF.K.2.d
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- Ask and answer questions about unknown words in a text. RL.K.4
- Recognize common types of texts (e.g., storybooks, poems). RL.K.5
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11a
- Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word. RL.K.11b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). W.K.10c
- Produce and expand complete sentences in shared language activities. W.K.10e
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1a
- Extend a conversation through multiple exchanges. SL.K.1b
- Ask and answer questions to seek help, get information or clarify what is not understood.
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7c
- Produce and expand complete sentences in shared language activities. SL.K.7e

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Unit 4

See How They Grow: Plants

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can I use writing and drawing to teach others what I've learned about plants?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
Students will listen to stories and informational texts to learn how to find the main topic and important details. With help from their teacher, they will practice retelling what they've learned using pictures and words. Students will also draw, talk, and write to share information about what they are learning. They will learn about plants, share facts they've discovered, and begin to organize their ideas through drawing and writing.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What was the story mostly about, and what were the important things you learned? RI.K.2**
- **What details from the story helped you understand the main idea? RI.K.2**
- Who wrote the words and who drew the pictures in the book? How did they help you understand the story? RI.K.6
- How are these two stories about the same topic alike? How are they different? RI.K.9
- **What did you teach about in your writing, and what facts did you share? W.K.2**
- How did you describe what you saw or what happened in the story? SL.K.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, retell familiar stories, including key events. RL.K.2
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2

- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.a
- With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4

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Unit 5

Moo, Cluck, Oink: Farms

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can I ask questions and share my opinion about what I read?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit. Students will learn about the animals and crops found on farms. They will ask and answer questions to help them understand key ideas about how plants grow and how animals are raised. They will explore what living things need to grow and why farms are important for providing food and other useful products. Students will also share their thoughts by drawing, talking, and writing about what they learn. They will practice giving their opinion about which farm animal they would most like to have, and explain why. As they speak and write, students will learn how to share ideas clearly so others can understand them.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What are some things that both plants and animals need to grow? RI.K.1**
- **How do farms help people? What do we get from farms? RI.K.1**
- **What happened first, next, and last in The Little Red Hen? RL.K.1**
- What does the word ___ mean? RI.K.4 Use words from vocabulary slides
- **Which farm animal do you like the most? Why? W.K.1**
- **What is your favorite part of the story? Draw and tell about why. W.K.1**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader that topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RL.K.12.a
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Ask and answer questions about unknown words in a text. RI.K.4
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.6
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RI.K.11.a
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6



Unit 6

Deep Roots: Introduction to Native American Cultures

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can I share what I learned about Native American tribes through my pictures and writing?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about different Native American tribes, each with their own special ways of eating, dressing, and living. They will explore how where people live can change the way they live. They will read and listen to stories to ask and answer questions about important details. Students will also use pictures, words, and drawings to write and share information about the tribes, describing what makes each one unique.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What did you learn about the character's daily life? RL.K.1**
- How did the places where the tribes lived help decide what they ate, wore, and how they built their homes? RI.K.1
- How are the tribes we learned about the same or different? RI.K.9
- How are these two words alike or different? Example: "home" and "house" or "fast" and "quick" RI.K.12
- What are other words for _____? for example eat could be snack, feast, nibble, gobble RL.K.12a
- **How can you show what you learned about one tribe using pictures, words, or both? W.K.2**
- How can you tell about where one of the tribes lived and what made their homes, food, or clothes special? SL.K.7

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11.a
- Listen to high quality drama, prose, and poetry to expand language comprehension. RL.K.13

- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Ask and answer questions about unknown words in a text. RI.K.4
- With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9
- With guidance and support from adults, explore word relationships and nuances in word meanings. RI.K.12
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RI.K.12.a
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RI.K.12.b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.c
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RI.K.12.d
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Ask and answer questions to seek help, get information or clarify what is not understood. SL.K.3
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.K.7
- Use frequently occurring nouns and verbs in speech. SL.K.7a
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). SL.K.7.b
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.c

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Unit 7

All Around the World: Geography

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do new words help us learn about places?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will begin to learn about geography by exploring the world beyond their own neighborhood. Through read-alouds and classroom conversations, students will ask and answer questions about places and the people who live there. They will use maps and globes to explore where places are, how far away they are, and what makes each place special. Students will learn new geography words and talk with classmates to grow their understanding. At the end of the unit, students will create a postcard showing one place they “visited”.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What do you still wonder or want to know about this topic? RI.K.1
- What is the story mainly about? Give details to support your thinking. RI.K.2
- **How are these two things connected in the story? RI.K.3**
- What does this picture show that helps you understand the place we are reading about? RI.K.7
- **What new words did you hear or learn about maps and places, and what do they mean? RI.K.11**
- What can you draw or write to help someone understand where you went and what you saw? W.K.2
- **What did you share or learn when you talked with a partner about where you would like to go? SL.K.1**
- **How did talking with a partner help you understand more about the place we learned about? SL.K.1**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) RF.K.2.b
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants. RF.K.3.a
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RI.K.1

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- 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.K.7
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2

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Unit 8

Royal Tales: Monarchs

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can we share our thoughts about what happened in a story using drawing, talking, or writing?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to read-alouds about kings, queens, princes, and princesses from both fiction and nonfiction stories. As they listen, students will talk about the characters, where the stories take place, and what happens in the beginning, middle, and end. They will also learn about how royal families live. During writing time, students will use pictures and words to retell story events in order and share how they feel about what happened. They will also have the chance to compare their own families to royal families and talk about what is the same and what is different.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What happened first, next, and last in one of the stories we read? RL.K.3**
- **Who was your favorite character from the stories we read about kings and queens? Why? RL.K.3**
- How are the princesses in the stories the same or different from each other? RL.K.9
- What do you see in the illustration that matches the words we read? RL.K.7
- **How can you draw or write a story about a king, queen, prince, or princess using beginning, middle, and end? W.K.3**
- How can you use "and" or "because" to tell more about what happened in a story? W.K.5

- What details can you share about the castle (or place) where the royal family lives? SL.K.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- With prompting and support, retell familiar stories, including key events. RL.K.2
- With prompting and support, identify characters, settings and major events in a story. RL.K.3
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.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.K.7

- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). RL.K.12.b
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. RL.K.12.d
- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.3
- 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.K.7
- With prompting and support, identify the reasons an author gives to support points in a text. RI.K.8
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. W.K.3
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.5
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). SL.K.7.c
- Produce and expand complete sentences in shared language activities. SL.K.7.e



Unit 9

Rain and Rainbows: Seasons and Weather

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can we tell what is the same and what is different about the stories we read?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
Students will explore the weather and the four seasons. They will learn how weather can be different depending on where people live and how weather changes throughout the year. Students will learn how weather affects daily choices, like what to wear or to pack for a trip. As they listen to stories and participate in class activities, students will talk about what they notice and compare the experiences of characters in different seasons. They will use drawing and writing to share their ideas, including making a vacation packing list and keeping a weather diary. Students will also learn how to speak clearly to share their thoughts and opinions.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What is one thing these two stories tell us about the same topic? RL.K.9**
- **How are the pictures in these two books the same? How are they different? RL.K.9**
- How do the words and pictures work together to tell us about the story? RI.K.6
- What reasons does the author give to help us understand the story? RI.K.8
- **What is your favorite part of the story? Draw or write why you like it. W.K.1**
- **How do you change your voice when you feel happy, sad, or excited while telling a story? SL.K.6**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader that topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.K.1
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d
- Demonstrate understanding of phonemes (sounds). RF.K.2
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Read decodable texts that support instruction. RF.K.4
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9
- With prompting and support, retell familiar stories, including key events. RI.K.2
- With prompting and support, identify characters, settings and major events in a story. RI.K.3
- Identify the front cover, back cover and title page of a book. RI.K.5
- Name the author and illustrator of a text and define the role of each in

presenting the ideas or information in a text. RI.K.6

- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RI.K.12.c
- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). W.K.1
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. SL.K.2
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Add drawings or other visual displays to supply additional detail to descriptions. SL.K.5
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6
- Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). SL.K.7.d

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Unit 10

Shaped By Nature: Art and the World Around Us

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can we show what we learned about art through pictures and writing?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about artists from different times, places, and cultures. They will explore many kinds of art, such as pottery from the Caddo Nation, cave paintings, sculpture, portraiture, and weaving. Students will talk about how artists use their work to understand the world around them, and how children can do the same. They will identify the main topic and retell key details. They will also connect their learning to things they have already studied, like animals, plants, and the Earth. Students will draw, write, and share their own ideas about art. They will ask questions about artists and artwork, gather information, and help create a class book to explain what they have discovered.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What was this book mostly about? RI.K.2**
- **What kinds of art did we learn about? RI.K.2**
- How are cave paintings and weaving the same or different? RI.K.3
- Is this a storybook, a poem, or a book that gives us information? RI.K.5
- **What is something you learned about it that you can share? W.K.2**
- Would you like to type your words, record your voice, or draw a picture to show what you learned for our class book? W.K.6
- What did you and your partner find out about weaving (or cave paintings, pottery, etc.)? W.K.7
- What did you notice when we looked at the picture of the sculpture? W.K.8

- **How can you make your sentence look right with a capital letter, a period, and your best spelling? W.K.11**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness) RF.K.2.a
- Read decodable texts that support instruction. RF.K.4
- With prompting and support, ask and answer questions about key details in a text. RL.K.1
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RL.K.6
- With prompting and support, ask and answer questions about key details in a text. RI.K.1
- With prompting and support, identify the main topic and retell key details of a text. RI.K.2
- 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.K.7
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). RI.K.9

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension. RI.K.11
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). RL.K.11a
- With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension. RL.K.12
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. RI.K.12.a
- Identify real-life connections between words and their use (e.g., note places at school that are colorful). RL.K.12c
- Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.6
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.8
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. W.K.11
- Capitalize the first word in a sentence and the pronoun I. W.K.11.a
- Recognize and name end punctuation. W.K.11.b
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension. SL.K.1
- Use details to describe familiar people, places, things or events with prompting and support. SL.K.4
- Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. SL.K.6