



BLUE VALLEY DISTRICT CURRICULUM  
 ELA | Kindergarten



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
<p><b>UNIT 1: IDENTITY - ALL ABOUT ME</b>            Students learn to tell and show others what makes them who they are.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit - Launching Writer’s Workshop</b></p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Identify Fantasy and Realism</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Determine Important Information</li> <li>• Make Inferences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative/Journal Writing</li> <li>• Pictures to spoken word connections</li> <li>• Sketching pictures to capture ideas</li> <li>• Writer’s Workshop procedures</li> <li>• Modeling prewriting strategies</li> </ul>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</li> <li>• RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• RI.K.5 Identify the front cover, back cover, and title page of a book.</li> <li>• RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>

- Rough draft

### 21<sup>st</sup> Century Skills

- Listening
- Collaboration
- Communication
- Understanding Technology

### Vocabulary Strategy

- Use Descriptive Language
- Use Context Clues
- Use Picture Clues

### Word Work

- Phonological Awareness –
- Listening and Producing Oral Language, Rhyme Recognition
- Word Awareness
- Syllable Blending

### Alphabetic Knowledge

- Aa, - Dd
- Ee - Hh
- Ii – Ll

### High Frequency Words

- the
- here, an, is
- I, see

### WRITING

- W.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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### READING FOUNDATIONAL SKILLS

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2.Demonstrate understanding of spoken words, syllables, and sounds.
- RF.K.2.a Recognize and produce rhymes.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.4 Read emergent-reader texts with purpose and understanding.

### SPEAKING AND LISTENING

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.K.1 a Print many upper-and lowercase letters.</li> <li>• L.K.1.b Use frequently occurring nouns and verbs.</li> <li>• L.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>• L.K.2.a Capitalize the first word in a sentence and the pronoun I.</li> <li>• L.K.2.b Recognize and name end punctuation.</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>UNIT 2: EVERYDAY SCIENCE: AROUND ME</b>  Students use their senses to describe their world and explore the science in everyday activities.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Journal/Narrative Writing</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.2 With prompting and support, retell familiar stories, including key details.</li> <li>• RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>
<p><b>Suggested Time Frame:</b> 16 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Identify Text Structure</li> <li>• Identify Main Ideas and Details</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Make Predictions</li> <li>• Summarize</li> </ul>	<p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</li> <li>• RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>

**Writing**

- Narrative/Journal Writing
- Developing concepts of print
- Use uppercase and lowercase letters correctly
- Writing a complete sentence
- End punctuation

**21<sup>st</sup> Century Skills**

- Listening Skills
- Present Information

**Vocabulary Strategy**

- Use Picture Clues
- Classify Words
- Determine Word Relationships

**Word Work**

## Phonological Awareness

- Syllable Segmenting and Blending
- Matching and Categorization; Initial sounds
- Phoneme isolation: Initial Sounds
- Phonemic Awareness
- Phoneme Isolation: Initial Sounds

## Alphabetic Knowledge

- Mm - Pp
- Qq = Tt
- Uu - Zz
- Mm - Zz

## High Frequency Words

- and, we
- he, she
- it, no, this

**WRITING**

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**READING FOUNDATIONAL SKILLS**

- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
- RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with //W, /r/, or /x/.)
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.4 Read emergent-reader texts with purpose and understanding.

**SPEAKING AND LISTENING**

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.K.1.b Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE**

- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.K.1.b Use frequently occurring nouns and verbs.
- L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).
- L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1.f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and

	<p>spelling when writing.</p> <ul style="list-style-type: none"> <li>• L.K.2.b Recognize and name end punctuation.</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 1  Reading Progress Assessment</p>
<p><b>UNIT 3: GEOGRAPHY AND ECONOMICS-HOME AND FAMILY</b>  Students discover what makes a home and the differences and similarities among them.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Journal/Narrative</b> (continued from previous unit)</p> <p><b>Suggested Time Frame:</b> (16 weeks cont'd)</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Categorize and Classify</li> <li>• Recall and retell</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Monitor Comprehension</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting and Drafting</li> <li>• Concepts of print cont'd</li> <li>• Begin with an uppercase letter</li> <li>• End with a period</li> <li>• Descriptive words</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.2 With prompting and support, retell familiar stories, including key details.</li> <li>• RL.K.4 Ask and answer questions about unknown words in a text.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>•</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• W.K.1 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...).</li> <li>• W.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.</li> <li>• W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events order in which they occurred, and provide a reaction to what happened.</li> </ul>

- Collaboration
- Present Information

**Vocabulary Strategy**

- Use Context Clues
- Use Descriptive Language
- Use Picture Clues

**Word Work**

Phonological Awareness

- Onset and Rime Blending
- Matching and Isolation
- Final and Medial Sounds

Phonemic Awareness

- Matching and Isolation: Final Sounds
- Matching and Isolation: Medial Sounds

Alphabetic Knowledge

- Initial and Final /s/, /m/
- Initial and Final /d/, /p/
- /a/, Initial /h/, Initial and Final /t/

High Frequency Words

- can, what, do, you
- are, at
- have, like, too

- W.K.5 With guidance and support from adults, respond to questions, and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**READING FOUNDATIONAL SKILLS**

- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
- RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2.Demonstrate understanding of spoken words, syllables, and sounds.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with //l/, /r/, or /x/.)
- RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

**SPEAKING AND LISTENING**

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

	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.K.1.a Print many upper- and lowercase letters.</li> <li>• L.K.1.b Use frequently occurring nouns and verbs.</li> <li>• L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• L.K.1.f Produce and expand complete sentences in shared language activities.</li> <li>• L.K.2.a Capitalize the first word in a sentence and the pronoun I.</li> <li>• L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful.)</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>UNIT 4: EARTH SCIENCE-OUTDOOR EXPLORERS</b>  Students describe the Earth at day and night, across seasons, and in different kinds of weather.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Journal/Narrative (continued from previous unit)</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.2 With prompting and support, retell familiar stories, ask and answer questions about key details in text.</li> <li>• RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</li> <li>• RL.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>
<p><b>Suggested Time Frame: (16 weeks cont'd)</b></p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Distinguish Fact and Opinion</li> <li>• Identify Details and Facts</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Make Connections</li> <li>• Visualize</li> </ul>	<p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>• RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revise for word choice, descriptive words</li> <li>• Use a complete sentence.</li> <li>• Begin with an uppercase letter, and</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• W. K.1 Use a combination of drawing, dictating, and writings 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...).</li> <li>• W.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.</li> </ul>

<ul style="list-style-type: none"> <li>end with correct punctuation</li> <li>Edit: capitalize the pronoun I</li> <li>Edit: correctly upper and lowercase letters</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>Use Voice Effectively</li> <li>Present Information</li> <li>Gestures and Body Language</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Use Descriptive Language</li> <li>Determine Word Relationships</li> <li>Use Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>W.K.3 Use a combination of drawing, dictating, and writing, to narrate a single event or several loosely linked events, tell about the events in the order in which they appeared, and provide a reaction to what happened.</li> <li>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<p><b>Word Work</b></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> <li>Phoneme Blending</li> <li>Segmenting and Blending</li> <li>Phoneme Segmenting and Blending</li> </ul> <p>Alphabetic Knowledge</p> <ul style="list-style-type: none"> <li>/o/ o, Initial and Final /n/</li> <li>Initial and Final /s/, /m/, /t/; /a/a</li> <li>Initial /h/ h, initial and Final /p/ p</li> </ul> <p>High Frequency Words</p> <ul style="list-style-type: none"> <li>not</li> <li>on</li> <li>has</li> </ul>	<p><b>READING FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</li> <li>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels.</li> <li>RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>RF.K.4 Read emergent-reader texts with purpose and understanding.</li> </ul>
	<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>SL.K.1.b Continue a conversation through multiple exchanges.</li> <li>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.K.1.a Print many upper- and lowercase letters.</li> <li>L.K.1.b Use frequently occurring nouns and verbs.</li> <li>L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>L.K.1.f Produce and expand complete sentences in shared language activities.</li> <li>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>



	<ul style="list-style-type: none"> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 2  Reading Progress Assessment</p>
<p><b>UNIT 5: HISTORY AND CULTURE-LET'S CELEBRATE</b>  Students examine celebrations' connections to family traditions and patriotic symbols.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 Weeks</p> <p><b>Writing Unit – Journal/Narrative (continued from previous unit)</b></p> <p><b>Suggested Time Frame:</b> (16 weeks cont'd)</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Identify Cause and Effect</li> <li>• Draw Conclusions</li> <li>• Determine Important Information</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor Comprehension</li> <li>• Make predictions</li> <li>• Draw Conclusions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Informational Reports</li> <li>• Develop Ideas Using Questions</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.2 With prompting and support, retell familiar stories, including key details.</li> <li>• RL.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</li> <li>• RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• W. K.1 Use a combination of drawing, dictating, and writings 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...).</li> <li>• W.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.</li> <li>• W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> </ul>

- Understand Reference Material
- Present Information
- Understand Technology

**Vocabulary Strategy**

- Classify Words
- Determine Word Relationships
- Use Context Clues

**Word Work**

Phonemic Awareness

- Matching and Isolation: Initial Sounds
- Matching and isolation: Final Sounds
- Matching and Isolation: Medial Sounds
- Matching and Isolation: Initial, Final and Medial Sds

Alphabetic Knowledge

- /i/ I, Initial and /final /l/, Blending
- Initial and Final /n/, /d/
- /o/, Initial and /final /b; k/ c

High Frequency Words

- has, my, not
- my, his
- his, puts
- has, his, my, puts

- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**READING FOR FOUNDATIONAL SKILLS**

- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
- RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K. 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with //l/, /r/, or /x/.)
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF. K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

**SPEAKING AND LISTENING**

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

**LANGUAGE**

- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.K.1.a Print many upper- and lowercase letters.
- L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1.f Produce and expand complete sentences in shared language activities.

	<ul style="list-style-type: none"> <li>• L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.K.2.a Capitalize the first word in a sentence and the pronoun I.</li> <li>• L.K.2.b Recognize and name ending punctuation.</li> <li>• L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>UNIT 6: LIFE SCIENCE-LIFE ALL AROUND</b>  Students discover the concept of living and nonliving things.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Book Reviews</b></p> <p><b>Suggested Time Frame:</b> 4- 6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Sequence Events</li> <li>• Identify Picture Clues</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Summarize</li> <li>• Make Connections</li> <li>• Ask and Answer Questions</li> </ul> <p><b>Writing</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</li> <li>• RL.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>• RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• RI. K. 4 With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>

- Informational Reports
- Develop Ideas Using Questions

### 21st Century Skills

- Communication
- Present Information
- Communication
- Present Information

### Vocabulary Strategies

- Determine Word Relationships
- Use Picture Clues
- Use Descriptive Language

### Word Work

#### Phonemic Awareness

- Onset and Rime Blending
- Phoneme Blending
- Segmenting and Blending

#### Alphabetic Knowledge

- Initial /r/, /u/
- Initial and Final /g/, Initial /j/
- Initial /f/, /e/; Final /ks/ x

#### High Frequency Words

- puts, big
- big, for
- for , down
- big, down, for

### WRITING

- W.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.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 appeared, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### READING FOUNDATIONAL SKILLS

- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
- RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.
- RF.K.2.c Blend and Segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with //l/, /r/, or /x/.)
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.4 Read emergent-reader texts with purpose and understanding.

### SPEAKING AND LISTENING

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

	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.K.1.a Print many upper- and lowercase letters.</li> <li>• L.K.1.b Use frequently occurring nouns and verbs.</li> <li>• L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• L.K.1.f Produce and expand complete sentences in shared language activities.</li> <li>• L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.K.2.a Capitalize the first word in a sentence and the pronoun I.</li> <li>• L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 3  Reading Progress Assessment</p>
<p><b>UNIT 7: GOVERNMENT AND CITIZENSHIP-ACTIONS AND WORDS</b>  Students explore the roles of rules and laws and why they exist.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.2 With prompting and support, retell familiar stories, ask and answer questions about key details in text.</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>

**Suggested Time Frame:** 4 Weeks

**Writing Unit- Informational Reports**

**Suggested Time Frame:** 8 weeks

**Target Skill**

- Identify Cause and Effect
- Identify Picture Clues
- Sequence Events
- Identify Main Ideas and Details

**Comprehension Strategy**

- Visualize
- Determine Important Information
- Monitor Comprehension
- Ask and answer questions

**Writing**

- Informational Reports
- Develop Ideas Using Questions

**21<sup>st</sup> Century Skills**

- Responsibility and Leadership
- Present Information

**Vocabulary Strategies**

- Classify Words
- Use Picture Clues
- Use Descriptive Language

**Word Work**

**Phonemic Awareness**

- Deletion of Initial sounds
- Deletion of Final Sounds
- Addition of Initial and Final Sounds
- Addition, Deletion: Initial and Final Sounds

**Alphabetic Knowledge**

- Initial and Final /z/ z, Final /z/ s, Initial /w/ w
- Initial and Final /k/ k, Initial /kw/ qu
- Initial /y/ y, Initial /v/ v

**High Frequency Words**

**READING FOR INFORMATIONAL**

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RI.K.7 With prompting and support, describe the relationship between the illustrations and the text in which they appear (e.g. what person, place, or idea in the text an illustration depicts).
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

**WRITING**

- W.K.1 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.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.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 appeared, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**READING FOR FOUNDATIONAL SKILLS**

- RF.K.1.a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.Demonstrate understanding of spoken words, syllables, and sounds.
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.4 Read emergent-reader texts with purpose and understanding.

<ul style="list-style-type: none"> <li>• down, by</li> <li>• by, they</li> <li>• they, to</li> <li>• by, to, they</li> </ul>	<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>• SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• SL.K.1.a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.K.1.b Continue a conversation through multiple exchanges.</li> <li>• SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.K.1.a Print many upper- and lowercase letters.</li> <li>• L.K.1.b Use frequently occurring nouns and verbs.</li> <li>• L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• L.K.1.b Use frequently occurring nouns and verbs.</li> <li>• L.K.1.f Produce and expand complete sentences in shared language activities.</li> <li>• L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>UNIT 8:CHALLENGES-WORKING TOGETHER</b>  Students learn how some tasks are better accomplished as a team.</p> <p>Inquiry Investigation</p> <p>Handwriting Instruction</p> <p><b>Suggested Time Frame:</b> 4 weeks</p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.K.2 With prompting and support, retell familiar stories, ask and answer questions about key details in text.</li> <li>• RL.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>• RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul>

## Writing Unit – Informational Reports

**Suggested Time Frame:** 4-6 weeks

### Target Skill

- Identify Text Structure
- Draw Conclusions
- Recall and Retell
- Identify Details and Facts

### Comprehension Strategy

- Make Predictions
- Make Inferences
- Make Connections
- Visualize

### Writing

- Informational Reports
- Develop Ideas Using Questions

### 21<sup>st</sup> Century Skills

- Appreciate Diversity
- Present Information

### Vocabulary Strategies

- Use Context Clues
- Determine Word Relationships
- Use Picture Clues

### Word Work

#### Phonemic Awareness

- Substituting Initial Sounds
- Substituting Final Sounds
- Substituting Medial Sounds

#### Alphabetic Knowledge

- General Review

#### High Frequency Words

- to, come
- come, then
- then, with
- with, so, looks

### READING FOR INFORMATIONAL

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

### WRITING

- W.K.1 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.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.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 appeared, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### READING FOR FOUNDATIONAL SKILLS

- RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.a Demonstrate basic knowledge of one-to-one correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.c Read Common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.



	<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>• SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• SL.K.1.a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.K.1.b Continue a conversation through multiple exchanges.</li> <li>• SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.K.1.a Print many upper- and lowercase letters.</li> <li>• L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.K.2.a Capitalize the first word in a sentence and the pronoun I.</li> <li>• L.K.2.b Recognize and name end punctuation.</li> <li>• L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.2.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• L.K.4 Determine or clarify the meaning of unknown and multiple meaning words, and phrases based on Kindergarten reading and content.</li> <li>• L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame: 1 week</b></p>	<p>Quarterly Benchmark Assessment 4</p>