

CARLISLE AREA SCHOOL DISTRICT

Carlisle PA 17013

**ENGLISH LANGUAGE ARTS**

**GRADE K**

Date of Board Approval: July 20, 2017

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	English Language Arts (Reading/Writing)	<b>SUBJECT:</b>	ELA	<b>GRADE LEVEL:</b>	K
<b>COURSE LENGTH:</b>	Year-Long	<b>DURATION:</b>	150 Minutes	<b>FREQUENCY:</b>	Daily
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:**

The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

**Resources:**

Fiction and Non-Fiction Texts	Tumblebooks	Newsela
Handwriting Without Tears	A-Z readers	Time for Kids
Grammar, Usage and Mechanics (Gr 2-5)	RAZ Kids	Discovery
		Readworks

**Curriculum Writing Committee:**

Miranda Aaron	Megan Bieber	Tracie Brennan	Alex Cashman
Molli Davis	Alicia DeAngelis	Amanda Fair	Meredith Frohman
Laura Guenther	Kristi Harig	Sabrina Hensel	Rachael Kemp
Elizabeth Kusniez	Malinda Mikesell	Maria Sloat	Ruth-Ann Snyder
Krysti Spadea	Denise Stasyszyn		

## COURSE TIMELINE

### **Unit 1: Reading- Introduction to Literacy and Good Learner Behaviors**

**August/ September**

- Speaking and Listening/ Foundational Skills (ongoing)
- Language (ongoing)
- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension (ongoing)

### **Unit 1: Writing**

- Foundational Concepts of Handwriting (ongoing)
- Handwriting
- Writing

### **Unit 2: Reading- Making Connections (Metacognitive Skill)**

**October**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

### **Unit 2: Writing**

- Handwriting
- Writing

**Unit 3: Reading- Making Predictions (Metacognitive Skill)**

**November**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 3: Writing**

- Handwriting
- Writing

**Unit 4: Reading- Visualizing (Metacognitive Skill)**

**December**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 4: Writing**

- Handwriting
- Writing

**Unit 5: Reading- Questioning (Metacognitive Skill)**

**January**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 5: Writing**

- Handwriting
- Writing

**Unit 6: Reading- Monitoring Understanding (Metacognitive Skill)**

**February**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 6: Writing**

- Handwriting
- Writing

**Unit 7: Reading- Summarizing (Metacognitive Skill)**

**March**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 7: Writing**

- Handwriting
- Writing

**Unit 8: Reading- Synthesizing (Metacognitive Skill)**

**April**

- Phonemic Awareness
- Phonics
- Sight Words

- Comprehension

**Unit 8: Writing**

- Handwriting
- Writing

**Unit 9: Reading- Author's Purpose (Metacognitive Skill)**

**May**

- Phonemic Awareness
- Phonics
- Sight Words
- Comprehension

**Unit 9: Writing**

- Handwriting
- Writing

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	August/ September
<b>UNIT #1:</b>	Introduction to Literacy and Good Learner Behaviors	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds. <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>c. Read common high-frequency words by sight.</li> </ul>
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.
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).

RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in the text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
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).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (e.g., listening to others and taking turns speaking about the topics and texts under discussion). a. Follow agreed-upon rules for discussion. 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.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.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	August/ September
<b>UNIT #1:</b>	Introduction to Literacy and Good Learner Behaviors	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Good listeners pay attention when others are speaking.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Speaking and Listening/Foundational Skills

*\*Foundational skills used throughout entire kindergarten curriculum*

- Good listeners pay attention when others are talking.
- Good listeners look at the speaker, listen to their words, and think about what the speaker is saying.
- Good listeners engage in reading activities with purpose and understanding.
- Words and pictures are used to express thoughts, feelings, and ideas clearly.
- Good communicators respond to speakers and text appropriately.
- A book has a front cover, back cover, and title page.
- Picture books have an author and an illustrator.

### DO

#### Speaking and Listening/Foundational Skills

*\*Foundational skills used throughout entire kindergarten curriculum*

- As listeners:
  - Sit still with hands in lap.
  - Look at and focus on the speaker.
  - Have quiet bodies.
  - Think about what the speaker is saying.
- Use words and pictures to express thoughts, feelings, and ideas clearly.
- Respond appropriately to speakers and text.
- Identify parts of the book (e.g., front cover, back cover, and title page).
- Identify role of author and illustrator.
- Name the author and illustrator of a story with prompting and support.

- Text is read left to right, top to bottom, and page by page.
- Spoken words are represented in written language by specific sequences of letters.
- Good readers participate in collaborative conversations, including “turn and talk” and “think-pair-share.”
- Good readers actively engage in group reading activities.
- Illustrations in a picture book match the story.
- Words are separated by spaces in print.
- Details about familiar people, places, things, and events.

### **Language**

*\*Foundational skills used throughout entire kindergarten curriculum*

- Objects can be sorted into categories.
- Words have opposites.
- Real-life connections between words, uses, and their meanings.
- There are many different words and phrases that can be used.

### **Phonemic Awareness**

- Syllables are parts of words.
- Rhyming words are words that sound alike (end with the same sound).
- Rhyming words are created when initial sounds are changed.
- Words start with different sounds.
- Words are made up of different phonemes.

### **Phonics**

- Alphabetic principle is knowing names of letters.

- Read left to right, top to bottom, and page by page.
- Use finger to track print.
- Participate in collaborative conversations, including “turn and talk” and “think-pair-share.”
- Actively engage in group reading activities.
- Identify groups of letters in print make up words.
- Identify spaces between words.
- Describe familiar people, places, things, and events and, with prompting and support provide additional detail.

### **Language**

*\*Foundational skills used throughout entire kindergarten curriculum*

- Sort objects into categories.
- Discuss real-life connections between words, uses, and their meanings during read-alouds.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### **Phonemic Awareness**

- Verbally break apart words into syllables.
- Count syllables in words.
- Recognize and produce rhyming words.
- Add or substitute initial sounds in simple, one-syllable words to make new rhyming words.
- Repeat and recite finger plays, rhymes, poems, and songs daily.
- Identify and isolate the initial sound in spoken words.
- Discriminate first sounds in spoken words as alike or different.

### **Phonics**

- Every letter has a capital and lowercase.
- All letters have a special shape, name, and sound.
- Letters make words.

### **Sight Words**

- Sight words: I, a, see
- Sight words are non-decodable words that need to be recognized on sight

### **Comprehension**

*\*Foundational skills used throughout entire kindergarten curriculum*

- Common types of texts (e.g., storybooks, poems).
- The words and pictures in a text are related.

- Recite the 26 letters of the alphabet.
- Identify capital and lowercase letters and sounds (approximately first half of alphabet).
- Distinguish between a letter and a word.

### **Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

### **Comprehension**

*\*Foundational skills used throughout entire kindergarten curriculum*

- Listen to and recognize different types of texts (e.g., storybooks, poems).
- Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) during read-alouds with prompting and support.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	August/ September
<b>UNIT #1:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Prints many upper- and lowercase letters.
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 occurred, and provide a reaction to what happened.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	August/ September
<b>UNIT #1:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Pictures help communicate our thoughts and experiences.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures to communicate their own ideas.

<p style="text-align: center;"><b>KNOW</b></p> <p><b>Foundational Concepts of Handwriting</b>  <i>*Foundational concepts used throughout entire kindergarten curriculum</i></p> <ul style="list-style-type: none"> <li>• Letters and numbers must be formed correctly for others to understand your writing.</li> </ul> <p><i>Concept Development</i></p> <ul style="list-style-type: none"> <li>• Positional words help you write letters, shapes, and numbers.</li> <li>• Lines and curves make shapes and letters.</li> </ul>	<p style="text-align: center;"><b>DO</b></p> <p><b>Foundational Concepts of Handwriting</b>  <i>*Foundational concepts used throughout entire kindergarten curriculum</i></p> <ul style="list-style-type: none"> <li>• Form letters and numbers correctly.</li> </ul> <p><i>Concept Development</i></p> <ul style="list-style-type: none"> <li>• Recognize simple size differences (e.g., big and little).</li> <li>• Understand position words (e.g., top/bottom, front/back, up/down, in/out).</li> <li>• Use drawings and symbols to convey meaning and share ideas.</li> <li>• Draw simple shapes (e.g., square, circle, triangle).</li> <li>• Draw a person (e.g., Mat Man).</li> </ul>
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*Physical Development*

- Good posture and correct pencil grip help support correct letter, shape, and number formation.

*Fine Motor Skills*

- Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools.
- It is important to strengthen the fine motor muscles in our fingers and hands.

*Letter Skills*

- There is a correct way to form letters.

**Handwriting**

- Formation of capital letters: F, E, D, P, B.

**Writing**

- Pictures help communicate our thoughts and experiences.
- Writing and drawings can be used to share an opinion.

*Physical Development*

- Use a correct and efficient pencil grip for writing.
- Stabilize paper with non-writing hand while drawing/writing.
- Position writing paper appropriately.
- Maintain sitting posture for writing/coloring/drawing.
- Practice self-help skills (e.g., zipping, snapping, buttoning).

*Fine Motor Skills*

- Use scissors to cut on a line.
- Trace templates of forms.
- Manipulate small objects (e.g., pegs into a pegboard, puzzle pieces, string beads, trace a line or circle).

*Letter Skills*

- Start capital letters at the top.
- Place letters and numbers on a baseline (within 1/8" above or below).
- Write letters and numbers in a grade-appropriate size.

**Handwriting**

- Demonstrate correct formation of capital letters: F, E, D, P, B.

**Writing**

- Use drawings and symbols to convey meaning and share ideas.
- Explain drawing to an adult.
- Use writing and drawings to share an opinion.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	October
<b>UNIT #2:</b>	Making Connections (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
RF. K. 2	Demonstrate understanding of spoken words, syllables and sounds a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. 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/.) 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. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.4	With prompting and support ask and answer questions about unknown words in a text.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	October
<b>UNIT #2:</b>	Making Connections (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Making connections while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Phonemic Awareness

- Syllables are parts of words.
- Rhyming words are words that sound alike (end with the same sound).
- Words start with different sounds.
- Individual sounds can be blended to make words.

### DO

#### Phonemic Awareness

- Verbally break apart words into syllables.
- Count syllables in words.
- Blend syllables to make words.
- Identify and produce rhyming words.
- Identify and isolate the first sounds in spoken words.
- Discriminate first sounds in spoken words as alike or different.
- Blend sounds together to make a word when given two or three phonemes.

**Phonics**

- Alphabetic principle is knowing names of letters.
- Every letter has a capital and lowercase.
- All letters have a special shape, name, and sound.
- Letters make words.

**Sight Words**

- Sight words: red, orange, yellow, green, blue, purple, brown, black, is.
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

- Words can have multiple meanings.
- Metacognitive skills are thinking strategies to help understand text.
- Making connections is when stories remind us of things that we know (e.g., text-to-self, text-to-text, and text-to-world).

**Phonics**

- Recite the 26 letters of the alphabet.
- Identify all capital and lowercase letters and sounds.
- Distinguish between a letter and a word.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

- Discuss the meaning of multiple-meaning words during read-alouds.
- Use pictures and text in order to make connections to comprehend text.
- Compare stories to personal events in order to make text-to-self connections by drawing pictures and discussing orally during read alouds.
- Compare stories to each other in order to make text-to-text connections by drawing pictures and discussing orally during read alouds.
- Compare stories to the world in order to make text-to-world connections by drawing pictures and discussing orally during read alouds.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	October
<b>UNIT #2:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
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 combinations 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 occurred, and provide a reaction to what happened.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	October
<b>UNIT #2:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Oral language is written into print to convey meaning.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### Handwriting

- Formation of capital letters: R, N, M, H, K, L, U, V, W, X, Y, Z, C.
- Words are separated by spaces in print.

#### Writing

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawings can be used to share an opinion.

### DO

#### Handwriting

- Demonstrate correct formation of capital letters: R, N, M, H, K, L, U, V, W, X, Y, Z, C.
- Use appropriate spacing between letters and words.

#### Writing

- Use drawings and symbols to convey meaning and share ideas.
- Use writing and drawings to share an opinion.
- Explain drawing to an adult while the adult puts words into print.
- Develop an understanding of KidWriting by working through the KidWriting process with an adult.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	English Language Arts	<b>TIME FRAME:</b>	November
<b>UNIT #3:</b>	Making Predictions (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF. K. 2	<p>Demonstrate understanding of spoken words, syllables and sounds</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> </ul>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.4	With prompting and support ask and answer questions about unknown words in a text.
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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	November
<b>UNIT #3:</b>	Making Predictions (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Making predictions while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Phonemic Awareness

- Words start with different sounds.
- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Word families are composed of words that rhyme and end with the same letters.

### DO

#### Phonemic Awareness

- Identify, isolate, and sort the first sounds in spoken words.
- Given two or three phonemes, students will blend sounds together to make a word.
- Segment individual sounds in single-syllable words (phoneme segmentation) using finger tapping.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

**Phonics**

- Words can be broken apart into individual sounds.
- When we read words, we blend sounds together.
- Sound and letter correspondence for short vowels (a, i, o).
- Word families have different beginning letters that have different sounds.
- Sound and letter correspondence for word families (at, it, ot).
- Sound and letter correspondence for the digraph (th)

**Sight Words**

- Sight words: are, my, the, it, not
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

- Metacognitive skills are thinking strategies to help understand text.
- Predicting is making a good guess about what will happen in the story.

**Phonics**

- Identify all letter names and sounds.
- Identify 3 vowels by name and short vowel sounds (a, i, o).
- Recognize, decode, and encode words in word families (at, it, ot).
- Identify the sounds of the letters in word families that differ.
- Recognize, decode, and encode voiced and unvoiced th digraph in words.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

- Discuss clues in the story (text, illustrations, and background knowledge) that help students guess what will happen.
- Use cover page (both title and illustration) to make a prediction about the story's content.
- Draw and write predictions.
- After reading a story, reflect on a prediction to determine whether it was true or not.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	November
<b>UNIT #3:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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 occurred, and provide a reaction to what happened.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	November
<b>UNIT #3:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Oral language can be put into print to convey meaning.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### Handwriting

- Formation of the capital letters: O, Q, G, C, S, A, I, T, J

#### Writing

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawing can be used to share an opinion.
- The letters within a word are close together but do not touch.
- Words within a sentence are approximately a two-finger space apart.
- We use a period to signal the end of a sentence.
- When KidWriting, words are composed of individual sounds.
- When KidWriting, sight words that have been introduced must be spelled correctly.

### DO

#### Handwriting

- Demonstrate correct formation of capital letters: O, Q, G, C, S, A, I, T, J

#### Writing

- Use drawings, symbols, and writing to convey meaning and share ideas.
- Use drawings and writing to share an opinion.
- Explain drawing and writing to an adult while adult puts words into print.
- With prompting and support:
  - Develop an understanding of KidWriting by working through the KidWriting process.
  - Leave a clearly defined space between words.
  - Use a period as ending punctuation.
  - Use and correctly spell previously taught sight words when KidWriting.
  - Write one simple sentence using phonetic-based spelling.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	December
<b>UNIT #4:</b>	Visualizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF.K. 2	Demonstrate understanding of spoken words, syllables, and sounds. <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	December
<b>UNIT #4:</b>	Visualizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Visualizing while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Phonemic Awareness

- Words start with different sounds.
- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Word families are composed of words that rhyme and end with the same letters.

### DO

#### Phonemic Awareness

- Identify and isolate the first sounds in spoken words.
- Given two or three phonemes, students will blend sounds together to make a word.
- Given an onset and rime, students will blend sounds together to make a word.
- Segment individual sounds in single-syllable words (phoneme segmentation) using finger tapping.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

**Phonics**

- Vowels have short sounds.
- Sound and letter correspondence for short vowels (e, u).
- Sound and letter correspondence for digraphs (sh, ch).
- Sound and letter correspondence for word families (an, in).
- Rhyming words are words that sound the same at the end.
- Rhyming words are words that are visually the same at the end.
- A closed syllable follows a CVC pattern and has a short vowel sound.

**Sight Words**

- Sight words: go, can, in, and, to, said
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

- Metacognitive skills are thinking strategies to help understand text.
- Visualizing is creating a picture in your head of a story.

**Phonics**

- Recognize that vowels have short sounds.
- Identify vowels by name and short vowel sounds (e, u).
- Recognize, decode, and encode words in word families (an, in).
- Recognize, decode, and encode sh and ch digraphs in words.
- Recognize, decode, and encode closed syllable words.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

- Describe, illustrate, and write about the picture formed in students' minds while reading or listening to a book.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	December
<b>UNIT #4:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ul>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	December
<b>UNIT #4:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Oral language can be put into print to convey meaning.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### **Handwriting**

- All capital letters start at the top.

#### **Writing**

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawings can be used to share an opinion.
- The letters within a word are close together but do not touch.
- Words within a sentence are approximately a two-finger space apart.
- We use a period to signal the end of a sentence.
- An exclamation point comes at the end of a sentence filled with emotion or excitement.
- When KidWriting, words are composed of individual sounds.
- When KidWriting, sight words that have been introduced must be spelled correctly.
- Information from experiences or sources can help answer a question.

### DO

#### **Handwriting**

- Demonstrate correct formation of all capital letters.

#### **Writing**

- Use drawings and symbols to convey meaning and share ideas.
- Explain drawing to an adult while adult puts words into print.
- Use writing and drawings to share an opinion.
- With prompting and support:
  - Develop an understanding of KidWriting by working through the KidWriting process.
  - Leave a clearly defined space between words.
  - Use ending punctuation (e.g., period and exclamation point).
  - Use and correctly spell previously taught sight words when KidWriting.
  - Write one simple sentence using phonetic-based spelling.
  - Use information from experiences or sources to help answer a question (e.g., writing to a prompt).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	January
<b>UNIT #5:</b>	Questioning (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF. K.2	Demonstrate understanding of spoken words, syllables and sounds <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> <li>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.4	Ask and answer questions about unknown words in a text.
RI K.1	With prompting and support, ask and answer questions about key details in a text.

RI.K.4	With prompting and support ask and answer questions about unknown words in a text.
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"><li>a. Print many upper- and lowercase letters.</li><li>b. Use frequently occurring nouns and verbs.</li><li>c. Form regular plural nouns orally by adding /s/ or /es/.</li><li>d. Understand and use questioning words.</li><li>e. Use the most frequently occurring prepositions.</li><li>f. Produce and expand complete sentences in shared language activities.</li></ol>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	English Language Arts	<b>TIME FRAME:</b>	January
<b>UNIT #5:</b>	Questioning (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Asking good questions while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Phonemic Awareness

- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Identify final sounds in words.
- Word families are composed of words that rhyme and end with the same letters.

#### Phonics

- Sound and letter correspondence for all short vowels.
- Sound and letter correspondence for word families (en, et, un).

### DO

#### Phonemic Awareness

- Given two or three phonemes, students will blend sounds together to make a word.
- Segment individual sounds in single-syllable words (phoneme segmentation) using finger tapping.
- Identify and isolate the final consonant sound.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

#### Phonics

- Identify 5 vowels by name and their short vowel sounds.
- Recognize, decode, and encode words in word families (en, et, un).
- Recognize, decode, and encode wh digraphs in words.

- Sound and letter correspondence for digraph (wh).
- A closed syllable follows a VC pattern and has a short vowel sound.

### **Sight Words**

- Sight words: like, play, look, here, you, run
- Sight words are non-decodable words that need to be recognized on sight.

### **Comprehension**

- Metacognitive skills are thinking strategies to help understand text.
- Good readers ask questions to understand the story.
- Questions usually begin with a question word (who, what, where, when, why, how).
- Nonfiction text is based on fact or real events.
- Fiction text describes made-up or imaginary people, places, or events.

- Recognize, decode, and encode closed syllable words.

### **Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

### **Comprehension**

- Identify question words (who, what, where, when, why, how).
- With prompting and support, ask and answer questions about key details in fiction and nonfiction text.
- Determine if a text is fiction or nonfiction.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	January
<b>UNIT #5:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>g. Produce and expand complete sentences in shared language activities.</li> </ul>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
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 occurred, 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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	January
<b>UNIT #5:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Sentences are composed of a complete thought that includes a capital at the beginning, spaces between words, and punctuation at the end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### Handwriting

- Formation of the lowercase letters: c, o, s, v, w, t, a, d, g, u, i, e

#### Writing

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawing can be used to share an opinion.
- The letters within a word are close together but do not touch.
- Words within a sentence are approximately a two-finger space apart.
- A period signals the end of a sentence.

### DO

#### Handwriting

- Demonstrate correct formation of lowercase letters: c, o, s, v, w, t, a, d, g, u, i, e
- After each lowercase letter is introduced, students will incorporate it into KidWriting.

#### Writing

- Use drawings and symbols to convey meaning and share ideas.
- Explain drawing to an adult while adult puts words into print.
- Use writing and drawings to share an opinion.
- With prompting and support:
  - Develop an understanding of KidWriting by working through the KidWriting process.

- An exclamation point comes at the end of a sentence filled with emotion or excitement.
- A question mark comes at the end of a sentence that asks a question.
- When KidWriting, words are composed of individual sounds.
- When KidWriting, sight words that have been introduced must be spelled correctly.
- Asking questions, accepting suggestions, and adding details can strengthen writing.

- Leave a clearly defined space between words.
- Use periods, exclamation points, and question marks as ending punctuation.
- Use and correctly spell previously taught sight words when KidWriting.
- Write one simple sentence using phonetic-based spelling.
- Use information from experiences or sources to help answer a question (e.g., writing to a prompt).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	February
<b>UNIT #6:</b>	Monitoring Understanding (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF.K. 2	Demonstrate understanding of spoken words, syllables and sounds <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Bend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> <li>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF K 4	Read emergent-reader texts with purpose and understanding.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.4	Ask and answer questions about unknown words in a text.
RI K. 1	With prompting and support, ask and answer questions about key details in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	February
<b>UNIT #6:</b>	Monitoring Understanding (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Monitoring understanding while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading text.

### KNOW

#### Phonemic Awareness

- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Identify final sounds in words.
- Blends at the beginning of words should be segmented into individual sounds.
- Word families are composed of words that rhyme and end with the same letters.
- 

### DO

#### Phonemic Awareness

- Given two or three phonemes, students will blend sounds together to make a word.
- Segment individual sounds in single syllable words (phoneme segmentation) using finger tapping.
- Identify and isolate the final consonant sound.
- Segment blends at the beginning of words into individual sounds.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

**Phonics**

- Sound and letter correspondence for word families (ig, og, ug).
- A closed syllable follows a VC pattern and has a short vowel sound.

**Sight Words**

- Sight words: big, have, me, she, he, we
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

- Metacognitive skills are thinking strategies to help understand text.
- Illustrations and the text give clues about what is happening in the story.
- Good readers check to make sure they understand what they are reading.
- The main idea or topic is what the text is mostly about.

**Phonics**

- Recognize, decode, and encode words in word families (ig, og, ug).
- Recognize, decode, and encode closed syllable words.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

- Stop and think about what is happening in the story during read aloud.
- Use illustrations and text to identify clues during read alouds.
- “Turn and talk”/”think, pair, share” about what is happening in the story.
- Reread parts of story to clarify meaning when needed.
- Restate the main idea of the text during read aloud.
- Monitor understanding in a decodable text.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	February
<b>UNIT #6:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper and lower case letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>h. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>i. Produce and expand complete sentences in shared language activities.</li> </ul>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
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 occurred, 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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	February
<b>UNIT #6:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Sentences are composed of a complete thought that includes a capital at the beginning, spaces between words, and punctuation at the end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

<b>KNOW</b>	<b>DO</b>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Lowercase letters: l, k, y, j, p, r, n, m, h, b</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pictures help communicate our thoughts and experiences.</li> <li>• Oral language can be put into print to convey meaning.</li> <li>• Writing and drawing can be used to share an opinion.</li> <li>• The letters within a word are close together but do not touch.</li> <li>• Words within a sentence are approximately a two-finger space apart.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate correct formation of lowercase letters: l, k, y, j, p, r, n, m, h, b</li> <li>• After each lowercase letter is introduced (including from previous month), students will incorporate it into KidWriting.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use drawings and symbols to convey meaning and share ideas.</li> <li>• Explain drawing to an adult while adult puts words into print.</li> <li>• Use writing and drawings to share an opinion.</li> <li>• With prompting and support:               <ul style="list-style-type: none"> <li>○ Develop an understanding of KidWriting by working through the KidWriting process.</li> <li>○ Leave a clearly defined space between words.</li> </ul> </li> </ul>

- Writers must choose the correct punctuation to signal the end of a sentence.
- When KidWriting, words are composed of individual sounds.
- When KidWriting, sight words that have been introduced must be spelled correctly.
- Sentences start with a capital letter.
- A noun is a person, place, or thing.

- Use ending punctuation.
- Use and correctly spell previously taught sight words when KidWriting.
- Write one simple sentence using phonetic-based spelling.
- Use information from experiences or sources to help answer a question including writing to a prompt.
- Orally identify a noun.
- Use nouns when speaking and writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	March
<b>UNIT #7:</b>	Summarizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> <li>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support identify characters, setting and major events in a story.

RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
L.K. 1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper and lower case letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>d. Understand and use questioning words.</li> <li>e. Use the most frequently occurring prepositions.</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ol>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	March
<b>UNIT #7:</b>	Summarizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Summarizing while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading grade-level text.

### KNOW

#### Phonemic Awareness

- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Manipulate and delete initial and final phonemes.
- Blends at the beginning of words should be segmented into individual sounds.
- Word families are composed of words that rhyme and end with the same letters.

### DO

#### Phonemic Awareness

- Given two or three phonemes, students will blend sounds together to make a word.
- Segment individual sounds in single syllable words (phoneme segmentation) using finger tapping.
- Given a word, students will substitute and delete initial and final sounds to form new words.
- Segment blends at the beginning of words into individual sounds.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

**Phonics**

- Sound and letter correspondence for word families (ag, ut, op)
- A closed syllable follows a VC pattern and has a short vowel sound.

**Sight Words**

- Sight words: jump, one, two, three
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

*\*Graphic organizers bring together information to aid comprehension.*

- Metacognitive skills are thinking strategies to help understand text.
- Summarizing is telling the most important parts of the book.
- Story elements help to retell the story.
- Story elements include characters, setting, and main event.
- Characters are the people, animals, or objects that say something or do something in a story.
- The setting is where and when a story takes place.
- An event is something that happens in story.
- Details from the text help us construct written responses.

**Phonics**

- Recognize, decode, and encode words in word families (ag, ut, op).
- Recognize, decode, and encode closed syllable words.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

*\*Use graphic organizers appropriate to skill.*

- Use story elements (characters, setting, and events) to retell the main events of a story.
- Sequence pictures of a story.
- Illustrate and KidWrite the most important parts of the story/book.
- KidWrite in response to an open-ended question about read aloud.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	March
<b>UNIT #7:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper and lower case letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>j. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>k. Understand and use questioning words.</li> <li>l. Use the most frequently occurring prepositions.</li> <li>m. Produce and expand complete sentences in shared language activities.</li> </ul>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
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 occurred, 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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	March
<b>UNIT #7:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Sentences are composed of a complete thought that includes a capital at the beginning, spaces between words, and punctuation at the end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

<b>KNOW</b>	<b>DO</b>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Lowercase letters: f, q, x, z</li> <li>• Students will demonstrate correct formation of all capital and lowercase letters.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pictures help communicate our thoughts and experiences.</li> <li>• Oral language can be put into print to convey meaning.</li> <li>• Writing and drawing can be used to share an opinion.</li> <li>• The letters within a word are close together but do not touch.</li> <li>• Words within a sentence are approximately a two-finger space apart.</li> <li>• Writers must choose the correct punctuation to signal the end of a sentence.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate correct formation of lowercase letters: f, z, x, z</li> <li>• Demonstrate correct formation of all capital and lowercase letters.</li> <li>• Incorporate all lowercase letters into KidWriting.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use drawings and symbols to convey meaning and share ideas.</li> <li>• Explain drawing to an adult while adult puts words into print.</li> <li>• Use writing and drawings to share an opinion.</li> <li>• With prompting and support:               <ul style="list-style-type: none"> <li>• Develop an understanding of KidWriting by working through the KidWriting process.</li> </ul> </li> </ul>

- When KidWriting, words are composed of individual sounds.
- When KidWriting, sight words that have been introduced must be spelled correctly.
- All capital letters start at the top. All lowercase letters start at the top except for d and e.
- Sentences start with a capital letter.
- A verb is an action word.

- Leave a clearly defined space between words.
- Use ending punctuation.
- Use and correctly spell previously taught sight words when KidWriting.
- Write one simple sentence using phonetic-based spelling.
- Use information from experiences or sources to help answer a question including writing to a prompt.
- Begin sentences with a capital letter.
- Verbally identify verbs.
- Use verbs when speaking and writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	April
<b>UNIT #8:</b>	Synthesizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF. K. 2	Demonstrate understanding of spoken words, syllables and sounds <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> <li>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K 2	With prompting and support, retell familiar stories, including key details.
RL.K 3	With prompting and support identify characters, setting, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.

RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, 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).
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.
L.K. 1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper and lower case letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>d. Understand and use questioning words.</li> <li>e. Use the most frequently occurring prepositions.</li> <li>g. Produce and expand complete sentences in shared language activities.</li> </ol>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>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> </ol>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	April
<b>UNIT #8:</b>	Synthesizing (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Synthesizing while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading grade-level text.

### KNOW

#### Phonemic Awareness

- Individual sounds can be blended to make words.
- Words can be broken down into individual sounds.
- Manipulate and delete initial and final phonemes.
- Blends at the beginning of words should be segmented into individual sounds.
- Word families are composed of words that rhyme and end with the same letters.

### DO

#### Phonemic Awareness

- Given two or three phonemes, students will blend sounds together to make a word.
- Segment individual sounds in single syllable words (phoneme segmentation) using finger tapping.
- Given a word, students will substitute and delete initial and final sounds to form new words.
- Segment blends at the beginning of words into individual sounds.
- Recognize, listen, and repeat rhyming patterns in word families.
- Produce rhyming words in connection with word families.

**Phonics**

- Sound and letter correspondence for word families (ack, eck, ick, ock, uck).
- When you hear a short vowel sound followed by the /k/ sound, it is always a “ck.”

**Fluency**

- Proficient readers read with appropriate rate and expression.
- Proficient readers understand what they have read.

**Sight Words**

- Sight words: find, down, up, come, make, for
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

*\*Graphic organizers bring together information to aid comprehension.*

- Metacognitive skills are thinking strategies to help understand text.
- Good readers use all of the metacognitive strategies to understand text.
- Fiction and nonfiction stories have similarities and differences.
- Details from the text help us construct written responses.

**Phonics**

- Recognize, decode, and encode words in word families (ack, eck, ick, ock, uck).
- Recognize, decode, and encode closed syllable words.

**Fluency**

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

*\*Use graphic organizers appropriate to skill.*

- Identify and use all metacognitive skills to support understanding of text.
- During read aloud, compare and contrast two fiction familiar stories.
- During read aloud, compare and contrast two nonfiction stories to identify basic similarities and differences between two texts on the same topic.
- KidWrite a sentence in response to an open-ended question about a read aloud.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	April
<b>UNIT #8:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print many upper- and lower case letters</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> </ul>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short vowel sounds.</li> <li>c. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ul>
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 occurred, 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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	April
<b>UNIT #8:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Sentences are composed of a complete thought that includes a capital at the beginning, spaces between words, and punctuation at the end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### Handwriting

- Students will demonstrate correct formation of all capital and lowercase letters.

#### Writing

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawings can be used to share an opinion.
- The letters within a word are close together but do not touch.
- Words within a sentence are approximately a two-finger space apart.
- Writers must choose the correct punctuation to signal the end of a sentence.
- When KidWriting, words are composed of individual sounds.

### DO

#### Handwriting

- Demonstrate correct formation of all capital and lowercase letters.
- Incorporate all lowercase letters into KidWriting.

#### Writing

- Use drawings and symbols to convey meaning and share ideas.
- Explain drawing to an adult while adult puts words into print.
- Use writing and drawings to share an opinion.
- The following concepts should become increasingly independent:
  - Leave a clearly defined space between words.
  - Use ending punctuation (i.e., period, exclamation point, and question mark).
  - Use and correctly spell previously taught sight words in KidWriting.
  - Write one sentence using phonetic-based spelling.
  - Begin sentences with a capital letter.

- When KidWriting, sight words that have been introduced must be spelled correctly.
- All capital letters start at the top. All lowercase letters start at the top except for d and e.
- Sentences start with a capital letter.
- The pronoun I is always a capital letter.
- Plural nouns are more than one.

- Capitalize the word I.
- Verbally identify plural and singular nouns.
- Use singular and plural nouns when speaking and writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	English Language Arts	<b>TIME FRAME:</b>	May
<b>UNIT #9:</b>	Author’s Purpose (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> </ul>
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds. <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</li> <li>e. Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
RF.K.4	Read emergent-reader texts with purpose and understanding.
RL.K.4	Ask and answer questions about unknown words in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.

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.
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>d. Understand and use questioning words.</li> <li>e. Use the most frequently occurring prepositions.</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>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> </ol>
L.K.5	<p>With guidance and support form adults explore word relationships and nuances in word meaning.</p> <ol style="list-style-type: none"> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	May
<b>UNIT #9:</b>	Author's Purpose (Metacognitive Skill)	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Identifying the author's purpose while listening to or reading a story helps readers comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies while listening to or reading grade-level text.

<b>KNOW</b>	<b>DO</b>
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend phonemes to make words.</li> <li>• Segment phonemes of a word.</li> <li>• Manipulate and delete initial and final phonemes.</li> <li>• Blends at the beginning of words should be segmented into individual sounds.</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Given two or three phonemes, students will blend sounds together to make a word.</li> <li>• Segment individual sounds in single-syllable words (phoneme segmentation) using finger tapping.</li> <li>• Given a word, students will substitute and delete initial and final sounds to form new words.</li> <li>• Segment blends at the beginning of words into individual sounds.</li> <li>• Recognize, listen, and repeat rhyming patterns in word families.</li> <li>• Produce rhyming words in connection with word families.</li> </ul>

**Phonics**

- Vowels have short and long sounds.

**Fluency**

- Proficient readers read with appropriate rate and expression
- Proficient readers understand what they have read.

**Sight Words**

- Sight words: away, funny, help, little, where.
- Sight words are non-decodable words that need to be recognized on sight.

**Comprehension**

*\*Graphic organizers bring together information to aid comprehension.*

- Frequently occurring affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)
- Verbs have different shades of meaning.
- Books are written for different reasons (to persuade, to inform, to entertain).
- Nonfiction text is based on fact or real events.
- Fiction text describes made-up or imaginary people, places, or events.
- Details from the text help us construct written responses.
- A shared research project is a collaborative effort between the teacher and students.
- Information about a topic can be acquired from several sources.
- Details from the text help us construct written responses.
- A variety of digital tools can be used to publish writing.

**Phonics**

- Recognize words in word families with long vowels.
- Recognize, decode, and encode closed syllable words.

**Fluency**

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.

**Sight Words**

- Read sight words with automaticity.
- Read sight words in connected text.

**Comprehension**

*\*Use graphic organizers appropriate to skill.*

- During read aloud, use frequently occurring affixes such as -ed, -s, re-, un-, pre-, -ful, and -less, to help determine meaning.
- Act out the shades of meaning of different verbs.
- Identify the author's purpose in a text (persuade, inform, or entertain).
- Identify the difference between fiction and nonfiction.
- Distinguish between real and make-believe in text.
- Sort stories/books into genre categories: nonfiction and fiction, fairy tale, poetry.
- KidWrite a sentence in response to an open-ended question about a read aloud.
- List questions about a topic.
- Identify that topics can be researched using a variety of sources (e.g., newspaper, internet, nonfiction texts, etc.)

- Use the internet and nonfiction books to search for information.
- Draw and KidWrite about a nonfiction topic.
- Participate in a shared research project.
- Publish writing using a variety of digital tools.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	May
<b>UNIT #9:</b>	Writing	<b>GRADE:</b>	Kindergarten

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> </ol>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ol>
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 occurred, 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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	May
<b>UNIT #9:</b>	Writing	<b>GRADE:</b>	Kindergarten

## UNDERSTANDINGS

Sentences are composed of a complete thought that includes a capital at the beginning, spaces between words, and punctuation at the end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students draw pictures and write words to communicate their own ideas.

### KNOW

#### **Handwriting**

- Students will demonstrate correct formation of all capital and lowercase letters.

#### **Writing**

- Pictures help communicate our thoughts and experiences.
- Oral language can be put into print to convey meaning.
- Writing and drawings can be used to share an opinion.
- The letters within a word are close together but do not touch.
- Words within a sentence are approximately a two-finger space apart.
- Writers must choose the correct punctuation to signal the end of a sentence.

### DO

#### **Handwriting**

- Demonstrate correct formation of all capital and lowercase letters.
- Incorporate all lowercase letters into KidWriting.

#### **Writing**

- Use drawings and symbols to convey meaning and share ideas.
- Explain drawing to an adult.
- Use writing and drawing to share an opinion.
- The following concepts should become independent:
  - Leave a clearly defined space between words.
  - Use ending punctuation (i.e., period, exclamation point, and question mark).

<ul style="list-style-type: none"><li>• When KidWriting, words are composed of individual sounds.</li><li>• When KidWriting, sight words that have been introduced must be spelled correctly.</li><li>• All capital letters start at the top. All lowercase letters start at the top except for d and e.</li><li>• Sentences start with a capital letter.</li><li>• Prepositions describe location (e.g., above, under, next to).</li><li>• Digital tools offer means of researching and learning about a topic of interest.</li></ul>	<ul style="list-style-type: none"><li>○ Use and correctly spell previously taught sight words in KidWriting.</li><li>○ Write one sentence using phonetic-based spelling.</li><li>○ Begin sentences with a capital letter.</li><li>• Verbally identify and use prepositions when describing locations.</li><li>• With prompting and support, gather information from digital tools about a topic of interest in order to write about the topic.</li></ul>
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## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)