

# Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

## Grade Kindergarten



## Grade K Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

## Grade K Language Arts Year at a Glance

Pacing Guide									
1 <sup>st</sup> Marking Period			2 <sup>nd</sup> Marking Period				3 <sup>rd</sup> Marking Period		
Launching the Year in Reading, Writing, and Word Study	Reading Concept Books and Launching Writing Workshop (continued)	Reading Fiction and Writing List and Label Books	Building Fluency and Writing Small Moments	Using Print Strategies for Reading and Writing for Readers	Monitoring for Meaning and Revising Writing	Reading Nonfiction and Writing Nonfiction (How-To Books and All-About Books)	Retelling Stories and Writing Like a Mentor Author	Reading Poetry and Writing Poetry	Reflecting as Readers and Writers (Making Summer Plans for Literacy)

<p><b>Reading Resources</b></p> <p><i>FPS Units of Study for Reading Workshop</i>  <i>Mentor Texts</i> (common texts used for modeling)</p>	<p><b>Writing and Word Study Resources</b></p> <p><i>Units of Study in Primary Writing</i> by L. Calkins (Heinemann)  <i>Mastering the Mechanics Grades K-1</i> by L. Hoyt and T. Therriault  <i>Month by Month Reading, Writing &amp; Phonics for Kindergarten</i> by D. Hall and P. Cunningham  <i>Phonics Lessons: Letters, Words, and How They Work</i> by I. Fountas and G.S. Pinnell  <i>FPS Word Study Units</i></p>
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## Grade K Overview: Reading, Writing, and Word Study

### Central Understandings

Students comprehend and respond in literal, critical, and evaluative ways to various texts that are read, viewed, and heard.

Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Students will listen and speak to communicate ideas clearly.

### Standards

- Common Core Standards

### Essential Questions

- How do students learn the expectations and routines for reading and writing workshops as they form the habits of highly effective readers and writers?
- How do readers predict and make connections using concept books?
- How does knowing story elements help us better understand our reading and improve our writing?
- How do writers use words and phrases to convey messages?
- How can understanding characters help us read fluently and deepen our comprehension?
- How do writers choose significant moments from their lives and stretch them across pages to share with others?
- What print strategies do readers use to support conventional reading and writing?
- How does attending to print build readiness for reading and writing?
- How does learning about letters and words help us read and write better?
- How do readers and writers study the elements of nonfiction to better understand nonfiction texts and write nonfiction pieces?
- How do writers analyze the works of an author in order to improve their writing?
- How do readers study the way authors use language and structure in poetry to elicit feelings and responses? How do writers incorporate what they have learned about poems in order to write their own poetry?
- How did I grow as a reader and a writer? What are my summer reading and writing plans?

### Assessments

#### Universal Assessments

- DRA2
- Letter/Letter Sound Identification
- Concepts About Print
- FPS Writing Samples

#### Targeted Assessments

- Core Reading Words
- Show Me Book
- Core Writing Vocabulary
- Sentence Dictation

## Launching the Year in Reading, Writing, and Word Study

### Unit Overview

Kindergarteners are excited to be part of a new learning community. The focus of this unit is on creating predictable, safe routines to enable students to make discoveries about literacy and their new community of learners. These routines expose students to a variety of reading and writing tasks that foster the deeper understanding that print contains a message. Students discover personal and shared interests as they listen to familiar stories and make their first strides in sharing their own stories. Fountas and Pinnell (2001) remind us to create an environment where our students think of themselves as readers and writers.

#### Reading Big Ideas

- View themselves as readers and members of a community of readers
- Learn the rituals and routines of Reading Workshop
- Use “picture walks” to build meaning and understanding
- Know how to linger with a book in order to build stamina
- Learn how to predict what the book is about in order to gain an understanding of the story
- Work cooperatively with a reading partner
- Learn to recognize and sort names in print
- Develop a deeper understanding of words and the sounds within them
- Begin to understand how to use the alphabet chart as a resource for reading
- Develop phonological awareness

#### Writing Big Ideas

- View themselves as writers and members of a community of writers
- Learn the rituals and routines of Writing Workshop
- Start the Writing Workshop by spending time talking about the stories of our lives and writing about our stories
- Carry on independently as writers
- Develop strategies for learning early literacy concepts, phonological and phonemic awareness, and letter knowledge
- View and attempt correct letter formation (starting with capital letters) using the process of imitation, copying, and independent practice

#### Assessments and Progress Indicators

\* Letter Identification/Sounds

\*Concepts About Print

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.2** With prompting and support, retell familiar stories, including key details.

#### READING FOR INFORMATION

##### Key Ideas and Details

**CC.K.R.I.1** With prompting and support, ask and answer questions about key details in a text.

#### WRITING STRAND:

#### Text Types and Purposes

**CC.K.W.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.

#### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

<p><b>CC.K.R.I.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>Craft and Structure</b></p> <p><b>CC.K.R.L.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>CC.K.R.L.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>CC.K.R.L.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>FOUNDATIONAL SKILLS</b></p> <p><b>Phonological Awareness</b></p> <p><b>CC.K.R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.</p> <p><b>CC.K.SL.2</b> 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.</p> <p><b>CC.K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>CC.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.K.L.1.a</b> Print many upper- and lowercase letters.</p> <p><b>CC.K.L.1.b</b> Use frequently occurring nouns and verbs.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>CC.K.L.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>CC.K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

## Reading Concept Books, Launching Writing Workshop (continued), and Word Study

### Unit Overview

The purpose of the second unit is to enable students to build on their knowledge of how books work. Using concept books, students are able to make connections within and between books to see big ideas or ‘concepts’ in books they read. Noticing patterns and concepts in texts is the first step to building thinking and understanding of the messages in texts.

As writers, students use their ever expanding knowledge of how stories and texts are developed to communicate and deliver a message. Concepts about print taught in reading are used to develop richer stories for young writers. Ever developing phonological and phonemic awareness skills allow students to grow in their ability to hear and record sounds in words.

### Reading Big Ideas

- Identify the topic of a concept book and notice similarities and differences among concept books in order to understand the message of the text
- Use patterns and prior knowledge to predict what comes next in the concept book
- Make connections to support comprehension
- Develop strategies for learning early literacy concepts, letter knowledge, phonemic awareness, and letter/sound relationships

### Writing Big Ideas

- Understand the rituals and routines of Writing Workshop
- Learn to persevere and draw important parts of the story even if the ideas might be hard to draw
- Learn spelling strategies to increase writing stamina - using the alphabet charts, stretching initial sounds in words, and spelling the best we can and moving on
- Tell a story with pictures and/or words across pages like famous authors
- Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Learn to keep letters in a word close together (handwriting)

### Assessments and Progress Indicators

\*Letter Identification/Sounds

\*Concepts About Print

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR INFORMATION

##### Key Ideas and Details

**CC.K.R.I.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.I.2** With prompting and support, identify the main topic and retell key details of a text.

##### Craft and Structure

**CC.K.R.I.4** With prompting and support, ask and answer questions about unknown words in a text.

**CC.K.R.I.5** Identify the front cover, back cover, and title page of a book.

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Integration of Knowledge and Ideas**

**CC.K.R.I.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).

**CC.K.R.I.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).

**Range of Reading and Level of Text Complexity**

**CC.K.R.I.10** Actively engage in group reading activities with purpose and understanding.

**FOUNDATIONAL SKILLS**

**Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.K.R.F.2.b** Count, pronounce, blend, and segment syllables in spoken words.

**Phonics and Word Recognition**

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

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

**CC.K.SL.1.a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.K.L.1.a** Print many upper- and lowercase letters.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**Vocabulary Acquisition and Use**

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CC.K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Reading Fiction, Writing List and Label Books, and Word Study

### Unit Overview

Kindergarteners love stories—their stories, the stories of friends, and stories they hear read. Shared reading activities help kindergarteners learn how common story elements drive all good stories. They learn to love the characters and places in books and stories. They also continue to grow in their ability to share the things they love by listing and labeling important people and places in their lives. The list and label unit provides them with additional tools to deepen their writing and ultimately their stories.

### Reading Big Ideas

- Identify characters, setting, beginning, middle, and end in familiar texts to develop an understanding of the genre (fiction)
- Organize and retell story elements in proper sequence by visualizing and using a retelling tool
- Develop strategies for learning letter knowledge/sounds such as distinguishing letter forms and features and hearing beginning sounds
- Learn to read and touch each word
- Learn different letter forms for flexible reading
- Sort words and pictures by sounds

### Writing Big Ideas

- Learn how to build upon one’s writing by adding labels to illustrations across pages and selecting a title for the piece
- Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Develop strategies for learning letter knowledge, letter/sound relationships, and word solving
- Apply letter/sound knowledge and letter formation to writing

### Assessments and Progress Indicators

- \*Anecdotal Observations      \*Writing Sample (List and Label)

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.2** With prompting and support, retell familiar stories, including key details.

**CC.K.R.L.3** With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

**CC.K.R.L.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

##### Integration of Knowledge and Ideas

**CC.K.R.L.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

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

##### Research to Build and Present Knowledge

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



illustration depicts).

**Range of Reading and Level of Text Complexity**

**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding.

**FOUNDATIONAL SKILLS**

**Print Concepts**

**CC.K.R.F.1** Demonstrate understanding of the organization and basic features of print.

**CC.K.R.F.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.

**CC.K.R.F.1.c** Understand that words are separated by spaces in print.

**CC.K.R.F.1.d** Recognize and name all upper- and lowercase letters of the alphabet

**Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

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

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.K.L.1.a** Print many upper- and lowercase letters.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**CC.K.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.5.a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CC.K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Building Fluency, Writing Small Moments, and Word Study

### Unit Overview

Kindergarteners are exposed to many opportunities through daily read-alouds to hear fluent and expressive reading. This month we ask our young readers to demonstrate that fluency in their own reading. When students are focused on meaning, fluency builds as a matter of course. This unit teaches students to pay attention to the characters in the stories they read, to imagine how they might feel, and to make their reading match the character's feelings. They are also exposed to the effects punctuation has on the reading and meaning of text.

The goal of the writing unit is to help children understand that they can create stories out of the details of their own experiences. Writing small moments helps us establish a culture of storytelling in our classrooms. Lucy Calkins states that, "...what in fact matters most to a child's later literacy are the opportunities children have to take the moments of their lives and spin them into stories" (*Small Moments: Personal Narrative Writing*, 2003, page IV).

#### Reading Big Ideas

- Learn to recognize fluent reading by listening to a wide assortment of vivid read-alouds
- Use pictures to build an understanding of characters' feelings in order to read with appropriate expressions and feeling
- Practice reading fluently and with an audience in mind by paying attention to the punctuation and the tone of the story
- Work in partnerships to dramatize a part of the story
- Develop strategies for learning phonological and phonemic awareness, and letter/sound relationships

#### Writing Big Ideas

- Develop an understanding of the structure of a small moment story in order to write one's own small moment story
- Learn to focus on the most important part and to stretch that moment
- Learn to transition from drawing ideas to sketching ideas
- Use spelling strategies (stretching and writing words and writing high frequency words in a snap) to increase writing stamina
- Establish long-term partnerships to grow as a writer
- Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Develop strategies for learning letter knowledge, letter/sound relationships, high frequency words, and word meaning

#### Assessments and Progress Indicators

\*DRA2      \*Writing Sample (Small Moment)

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.3** With prompting and support, identify characters, settings, and major events in a story.

#### READING FOR INFORMATION

##### Key Ideas and Details

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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.

##### Production and Distribution of Writing

##### CC.K.W.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**CC.K.R.I.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.I.2** With prompting and support, identify the main topic and retell key details of a text.

#### **Craft and Structure**

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

#### **Range of Reading and Level of Text Complexity**

**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding.

#### **FOUNDATIONAL SKILLS**

##### **Print Concepts**

**CC.K.R.F.1.a** Follow words from left to right, top to bottom, and page by page.

**CC.K.R.F.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.

**CC.K.R.F.1.c** Understand that words are separated by spaces in print.

**CC.K.R.F.1.d** Recognize and name all upper- and lowercase letters of the alphabet

##### **Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

##### **Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

##### **Fluency**

**CC.K.R.F.4** Read emergent-reader texts with purpose and understanding.

#### **SPEAKING AND LISTENING STRAND:**

##### **Comprehension and Collaboration**

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

##### **CC.K.SL.1.b**

Continue a conversation through multiple exchanges.

**CC.K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions

#### **Research to Build and Present Knowledge**

##### **CC.K.W.8**

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

#### **LANGUAGE STRAND:**

##### **Conventions of Standard English**

**CC.K.L.1.a** Print many upper- and lowercase letters.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**CC.K.L.1.e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**CC.K.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel

about key details and requesting clarification if something is not understood.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CC.K.L.5.d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**CC.K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Using Print Strategies for Reading, Writing For Readers, and Word Study

### Unit Overview

As the year unfolds, the kindergarten student begins to unlock the secrets of print. This unit provides explicit instruction in strategies that assist students as they move toward conventional reading and writing. Their ever-growing knowledge of reading strategies helps them problem solve at point of difficulty. Students continue to write stories about their lives, their friends, and their families.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Use print strategies to help read unfamiliar words in just-right books</li> <li>• Learn and apply strategies that build fluency and comprehension in reading</li> <li>• Use known words to help monitor one-to-one word matching</li> <li>• Develop strategies for learning phonological and phonemic awareness, letter/sound relationships, spelling patterns, high frequency words, word meaning, and word solving actions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the importance of writing for readers and distinguish between readable and unreadable writing</li> <li>• Apply strategies to make writing more readable such as stretching words and writing sounds, writing clearly, using personal word walls, using spaces between words, and writing sight words</li> <li>• Work in partnerships to revise writing</li> <li>• Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing</li> <li>• Use word solving actions to grow as a writer.</li> <li>• Learn to review letter formations as new formations are introduced</li> </ul>
<b>Assessments and Progress Indicators</b> *Anecdotal Observations      *Writing Sample	

### Common Core Standards Emphasized During Unit

**READING STRAND:**  
**READING FOR LITERATURE**  
**Key Ideas and Details**  
**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.  
**Craft and Structure**  
**CC.K.R.L.4** Ask and answer questions about unknown words in a text.  
**Range of Reading and Level of Text Complexity**  
**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding.  
**FOUNDATIONAL SKILLS**  
**Print Concepts**  
**CC.K.R.F.1** Demonstrate understanding of the organization and basic features of print.  
**CC.K.R.F.1.a** Follow words from left to right, top to bottom, and page by page.

**WRITING STRAND:**  
**Text Types and Purposes**  
**CC.K.W.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.  
**Production and Distribution of Writing**  
**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  
**Research to Build and Present Knowledge**  
**CC.K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**CC.K.R.F.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.  
**CC.K.R.F.1.c** Understand that words are separated by spaces in print.  
**CC.K.R.F.1.d** Recognize and name all upper- and lowercase letters of the alphabet

**Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.K.R.F.2.a** Recognize and produce rhyming words.

**CC.K.R.F.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**CC.K.R.F.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/.)

**CC.K.R.F.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency**

**CC.K.R.F.4** Read emergent-reader texts with purpose and understanding.

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

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

**CC.K.SL.1.a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.K.L.1.a** Print many upper- and lowercase letters.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**CC.K.L.1.d** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**CC.K.L.1.e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**CC.K.L.1.f** Produce and expand complete sentences in shared language activities.

understood.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**CC.K.L.2.a** Capitalize the first word in a sentence and the pronoun I.

**CC.K.L.2.b** Recognize and name end punctuation.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CC.K.L.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).

**CC.K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CC.K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Monitoring for Meaning, Revising Writing, and Word Study

### Unit Overview

In this unit students are taught as developing readers and writers to always check for meaning in both reading and writing texts. Students learn how to problem solve on the run using meaning, syntax and visual cues. Students are also taught to share their understandings of stories with partners. As writers they continue to grow by learning how to add on to their stories and to reread for meaning and message. With prompting and guidance, kindergarteners learn to independently improve their writing with each successive piece of writing.

#### Reading Big Ideas

- Learn strategies for monitoring reading to support comprehension
- Activate prior knowledge to help make sense of their reading
- Work with partners to share and justify their understandings of stories
- Share topics/big ideas in texts (friendship, love, etc.)
- Identify and analyze tricky parts of the story with partners to discuss what strategies were used to overcome the tricky parts
- Develop strategies for learning high frequency words
- Learn how to build words by studying major phonograms
- Learn to apply phonemic awareness (first and last sounds) and phonics skills as a way to learn new words

#### Writing Big Ideas

- Begin to apply revision strategies to improve writing
- Share stories with a partner to critique and celebrate each other's writing
- Learn to talk about one's writing through learning the structure of a writing conference
- Develop strategies for learning phonological and phonemic awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, and word solving actions
- Build words using phonograms (-ay, -in, -it)
- Learn formation of high frequency letters (i.e., a, d, g)

#### Assessments and Progress Indicators

\*Anecdotal Observations

\*Writing Sample

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.2** With prompting and support, retell familiar stories, including key details.

##### Craft and Structure

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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.

##### Production and Distribution of Writing

##### CC.K.W.5

With guidance and support from adults, respond to questions and



**Range of Reading and Level of Text Complexity**

**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding

**FOUNDATIONAL SKILLS**

**Print Concepts**

**CC.K.R.F.1.a** Follow words from left to right, top to bottom, and page by page.

**Phonological Awareness**

**CC.K.R.F.2.a** Recognize and produce rhyming words.

**CC.K.R.F.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**CC.K.R.F.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/.)

**Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency**

**CC.K.R.F.4** Read emergent-reader texts with purpose and understanding.

suggestions from peers and add details to strengthen writing as needed.

**Research to Build and Present Knowledge**

**CC.K.W.8**

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

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

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

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.K.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.K.L.2.a** Capitalize the first word in a sentence and the pronoun I.

**CC.K.L.2.b** Recognize and name end punctuation.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

	<p><b>CC.K.L.4. b</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.</p> <p><b>CC.K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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## Reading Nonfiction, Writing Nonfiction (How-To and All-About Books), and Word Study

### Unit Overview

Kindergarteners are curious. In this unit, kindergarteners explore nonfiction texts in order to learn about themselves and the world around them. In reading and writing, students study topics of interest. Kindergarten writers use their knowledge of how nonfiction texts work in order to craft How-To and All-About pieces.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Compare and contrast fiction and nonfiction texts to gain an understanding of the genre and the purpose of nonfiction</li> <li>• Use the features of nonfiction texts (table of contents, labels, captions, pictures/photographs) to identify and understand the topic</li> <li>• Activate prior knowledge of the topic before reading and ask questions while reading in order to synthesize new information</li> <li>• Practice going back to the text to find evidence to support one's thinking about the topic</li> <li>• Develop oral language skills by sharing new learning with others</li> <li>• Develop strategies for learning high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of the structure of How-To and All-About texts</li> <li>• Use anchor texts to identify features to incorporate in one's own writing</li> <li>• Work in partnerships to revise writing</li> <li>• Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing</li> <li>• Develop strategies for learning phonological and phonemic awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, and word solving actions</li> <li>• Learn letter formation for vowels</li> </ul>

### Assessments and Progress Indicators

\*Anecdotal Observations      \*Writing Sample (How-To)

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR INFORMATION

##### Key Ideas and Details

**CC.K.R.I.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.I.2** With prompting and support, identify the main topic and retell key details of a text.

**CC.K.R.I.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Craft and Structure

**CC.K.R.I.4** With prompting and support, ask and answer questions about

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

##### Research to Build and Present Knowledge

**CC.K.W.8** With guidance and support from adults, recall information

unknown words in a text.

**CC.K.R.I.5** Identify the front cover, back cover, and title page of a book.

**CC.K.R.I.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

**CC.K.R.I.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).

### **CC.K.R.I.8**

With prompting and support, identify the reasons an author gives to support points in a text.

**CC.K.R.I.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).

### **Range of Reading and Level of Text Complexity**

**CC.K.R.I.10** Actively engage in group reading activities with purpose and understanding.

## **FOUNDATIONAL SKILLS**

### **Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.K.R.F.2.a** Recognize and produce rhyming words.

**CC.K.R.F.2.b** Count, pronounce, blend, and segment syllables in spoken words.

**CC.K.R.F.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**CC.K.R.F.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/.)

**CC.K.R.F.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

from experiences or gather information from provided sources to answer a question.

<p><b>Fluency</b>  <b>CC.K.R.F.4</b> Read emergent-reader texts with purpose and understanding.</p>	
<p><b>SPEAKING AND LISTENING STRAND:</b>  <b>Comprehension and Collaboration</b>  <b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  <b>CC.K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  <b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.  <b>CC.K.SL.2</b> 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.  <b>CC.K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <b>Presentation of Knowledge and Ideas</b>  <b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.  <b>CC.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>LANGUAGE STRAND:</b>  <b>Conventions of Standard English</b>  <b>CC.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>CC.K.L.1.a</b> Print many upper- and lowercase letters.  <b>CC.K.L.1.b</b> Use frequently occurring nouns and verbs.  <b>CC.K.L.1.f</b> Produce and expand complete sentences in shared language activities.  <b>CC.K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>CC.K.L.2.a</b> Capitalize the first word in a sentence and the pronoun I.  <b>CC.K.L.2.b</b> Recognize and name end punctuation.  <b>CC.K.L.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  <b>CC.K.L.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  <b>Vocabulary Acquisition and Use</b>  <b>CC.K.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  <b>CC.K.L.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  <b>CC.K.L.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.  <b>CC.K.L.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).  <b>CC.K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

## Retelling Stories, Writing Like Mentor Author, and Word Study

### Unit Overview

Kindergarten students love to talk about the stories they have read. The retelling unit provides an opportunity for students to learn to use story elements as a way to retell stories with common language and understanding. To communicate what happened in stories they learn to determine importance and sequence events. What they have learned about characters, setting, problems and solutions helps them explain their reading and write well sequenced stories. In this writing unit, students study a mentor author and then work to emulate that author's craft and style in their own writing.

#### Reading Big Ideas

- Identify story elements
- Retell a story using characters' names, setting, sequence of events, problem, and, solution
- Reread to gather details for retelling
- Use meaning, syntax and visual cues to aid in the reading of emergent and early texts

#### Writing Big Ideas

- Learn writing techniques from a mentor author
- Develop a seed idea by growing it into a story across pages
- Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Understand that rereading one's writing helps with adding on and revising
- Develop strategies for learning phonological and phonemic awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, and word solving actions to improve writing
- Review and extend letter formations (handwriting)
- Use known words to spell new words

#### Assessments and Progress Indicators

\*Anecdotal Observations      \* Writing Sample

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.2** With prompting and support, retell familiar stories, including key details.

**CC.K.R.L.3** With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

**CC.K.R.L.5** Recognize common types of texts (e.g., storybooks, poems).

**CC.K.R.L.6** With prompting and support, name the author and illustrator of a

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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 . . .).

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

### **Integration of Knowledge and Ideas**

**CC.K.R.L.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).

**CC.K.R.L.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **Range of Reading and Level of Text Complexity**

**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding.

## **FOUNDATIONAL SKILLS**

### **Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.K.R.F.2.a** Recognize and produce rhyming words.

**CC.K.R.F.2.b** Count, pronounce, blend, and segment syllables in spoken words.

**CC.K.R.F.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**CC.K.R.F.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/.)

**CC.K.R.F.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

**CC.K.R.F.4** Read emergent-reader texts with purpose and understanding.

## **SPEAKING AND LISTENING STRAND:**

### **Comprehension and Collaboration**

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

**CC.K.SL.1.a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

## **Research to Build and Present Knowledge**

**CC.K.W. 7** Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).

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

## **LANGUAGE STRAND:**

### **Conventions of Standard English**

**CC.K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.K.L.1.a** Print many upper- and lowercase letters.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**CC.K.L.1.c** Form regular plural nouns orally by adding /s/ or /es/

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

(e.g., dog, dogs; wish, wishes).

**CC.K.L.1.f** Produce and expand complete sentences in shared language activities.

**CC.K.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.K.L.2.a** Capitalize the first word in a sentence and the pronoun I.

**CC.K.L.2.b** Recognize and name end punctuation.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CC.K.L.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).

**CC.K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CC.K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



## Reading Poetry, Writing Poetry, and Word Study

### Unit Overview

In this unit children are introduced to the genre of poetry. They are amused and curious about poetry as a new and different way of expressing meaning or communicating. Students explore various types of poetry and the literary tools poets use. Kindergarteners learn to see the world through “poets’ eyes” as they make their first attempts at crafting poems. They experiment with various techniques as they try to transfer what they see in poets’ work into their own poems.

#### Reading Big Ideas

- Understand that poetry has a unique look and sound that is different from fiction and nonfiction
- Visualize images using the five senses while listening to or reading a poem
- Read familiar poems with expression and fluency by thinking about the meaning and structure of the poem
- Recognize that not all poems rhyme
- Compare and contrast poems and stories on the same topic
- Learn how punctuation helps convey meaning

#### Writing Big Ideas

- Create poetry by sorting through ideas and observations in order to write about what matters
- Capture details by showing not telling
- Learn different structures in poems (i.e., repetition and patterns) and how they support meaning
- Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Learn less frequent but patterned letters (f, q, etc.)

#### Assessments and Progress Indicators

\*Anecdotal Observations      \*Writing Sample

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

##### Craft and Structure

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

**CC.K.R.L.5** Recognize common types of texts (e.g., storybooks, poems).

##### Range of Reading and Level of Text Complexity

**CC.K.R.L.10** Actively engage in group reading activities with purpose and understanding.

#### FOUNDATIONAL SKILLS

##### Phonological Awareness

**CC.K.R.F.2.a** Recognize and produce rhyming words.

**CC.K.R.F.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**CC.K.R.F.2.d** Isolate and pronounce the initial, medial vowel, and final

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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 . . .).

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

##### Research to Build and Present Knowledge

**CC.K.W.8** With guidance and support from adults, recall information

sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with /l/, /r/, or /x/.)

**CC.K.R.F.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition**

**CC.K.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.K.R.F.3.b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**CC.K.R.F.3.c** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**CC.K.R.F.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency**

**CC.K.R.F.4** Read emergent-reader texts with purpose and understanding.

from experiences or gather information from provided sources to answer a question.

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

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

**CC.K.SL.1.a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**CC.K.SL.1.b** Continue a conversation through multiple exchanges.

**CC.K.SL.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.

**CC.K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**CC.K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CC.K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CC.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.K.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.K.L.1.b** Use frequently occurring nouns and verbs.

**CC.K.L.1.c** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**CC.K.L.1.f** Produce and expand complete sentences in shared language activities.

**CC.K.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.K.L.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**CC.K.L.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**CC.K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CC.K.L.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).

**CC.K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**CC.K.L.5.b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**CC.K.L.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

## Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

### Unit Overview

As summer approaches, this unit allows students to spend time reflecting on what they have learned as readers and writers. In order for our students to continue to grow it is expected that they read and write in the summer. Setting reading and writing goals and making summer plans helps to ensure that students will continue to practice what they have learned across the year. Students will share their summer literacy experiences when they return in the fall.

### Reading Big Ideas

- Reflect on the books read and read-alouds heard
- Talk with partners about favorite books
- Reflect on growth as readers
- Discuss and set summer reading goals
- Develop and share summer reading plans /contract
- Use meaning, structure and visual cues to read emergent texts

### Writing Big Ideas

- Reflect on growth as writers
- Brainstorm summer writing ideas
- Begin a summer writing journal
- Participate/plan on integrating different forms of writing (post cards, letter writing, travel logs) throughout the summer
- Continue use of writing across pages
- Practice letter formation for fluency

### Assessments and Progress Indicators

\*DRA2      \*Writing Sample

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.K.R.L.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.L.2** With prompting and support, retell familiar stories, including key details.

**CC.K.R.L.3** With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

**CC.K.R.L.4** Ask and answer questions about unknown words in a text.

**CC.K.R.L.5** Recognize common types of texts (e.g., storybooks, poems).

**CC.K.R.L.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

##### Integration of Knowledge and Ideas

**CC.K.R.L.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what

#### WRITING STRAND:

##### Text Types and Purposes

**CC.K.W.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 . . .).

**CC.K.W.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.

**CC.K.W.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.

##### Production and Distribution of Writing

**CC.K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**CC.K.W.6** With guidance and support from adults, explore a variety of

moment in a story an illustration depicts).

**CC.K.R.L.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity**

**CC.K.R.L.10**

Actively engage in group reading activities with purpose and understanding.

**READING FOR INFORMATION**

**Key Ideas and Details**

**CC.K.R.I.1** With prompting and support, ask and answer questions about key details in a text.

**CC.K.R.I.2** With prompting and support, identify the main topic and retell key details of a text.

**CC.K.R.I.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

**CC.K.R.I.4** With prompting and support, ask and answer questions about unknown words in a text.

**CC.K.R.I.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Integration of Knowledge and Ideas**

**CC.K.R.I.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).

**CC.K.R.I.8** With prompting and support, identify the reasons an author gives to support points in a text.

**CC.K.R.I.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).

**Range of Reading and Level of Text Complexity**

**CC.K.R.I.10** Actively engage in group reading activities with purpose and understanding.

**FOUNDATIONAL SKILLS**

**Phonological Awareness**

**CC.K.R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.K.R.F.2.b** Count, pronounce, blend, and segment syllables in spoken words.

**CC.K.R.F.2.d** Phonological Awareness: 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/.)

digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

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

<p><b>CC.K.R.F.2.e</b> Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b></p> <p><b>CC.K.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.K.R.F.3.b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><b>CC.K.R.F.3.c</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>CC.K.R.F.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><b>Fluency</b></p> <p><b>CC.K.R.F.4</b> Read emergent-reader texts with purpose and understanding.</p>	
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.</p> <p><b>CC.K.SL.2</b> 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.</p> <p><b>CC.K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>CC.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.K.L.1.b</b> Use frequently occurring nouns and verbs.</p> <p><b>CC.K.L.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><b>CC.K.L.1.f</b> Produce and expand complete sentences in shared language activities.</p> <p><b>CC.K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.K.L.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>CC.K.L.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>CC.K.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>CC.K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>