

2017 - 2018

Kindergarten ELA – Unit 1

Dates: July 31st – Sept 8th

- K.RF.2.4 Identify and name all uppercase and lowercase letters.
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.2 Orally pronounce, blend and segment words into syllables.
- K.RF.3.3 Orally blend the onset and the rime in words.
- K.RF.3.4 Tell the order of sounds heard with two or three phonemes and identify the **beginning**, middle, and final sounds.
- K.RF.4.4 Read common high frequency words by sight. (have, is, like, my, we, for, he)
- K.RF.4.5 Identify similarities and differences in words (word endings, onset, rime) when spoken or written.
- K.RF.5 Read emergent reader texts maintains an appropriate pace and using self-correcting strategies while reading.
- K.RL.1 Actively engage in group reading activities with purpose and understanding.
- K.RL.2.2 With support retell familiar stories, poems, and nursery rhymes, including **key details**.
- K.RL.2.3 Identify important elements of the text (characters, setting, or events).
- K.RL.2.4 Make predictions about what will happen in text.
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.SL.2.3 - Listen to others, take turns speaking, and add one's own ideas to small group discussion or tasks.
- K.SL.4.1 - Speaking audibly, recite poems, rhymes and songs, and use complete sentences to describe familiar people, places, things, and events with support
provide additional details.
- K.RV. 1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RV.3.1 With support ask questions about unknown words in stories, poems, or songs.

Writing Standards:

- K.W.1 Write for specific purposes and audiences.
- K.W.2.2 Write by moving from left to right and top to bottom.
- K.W.3.2 Use words and picture to develop a main idea and provide some information about a topic.
- K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

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Kindergarten ELA – Unit 2

Dates: Sept 11th- Nov 3rd

- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the **beginning, middle (medial)**, and final sounds.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (eg., dog = /d/ /g/ ; soap = /s/ /p/).
- K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.4.4 Read common high frequency words by sight (I, am, the, little, a, to).
- K.RF.5 Read emergent reader texts while maintaining an appropriate pace and using self-correcting strategies..
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RL.2.4 Make predictions about what will happen in a text.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.2.3 With support, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- K.RV.1 - Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussion or tasks.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.SL.4.3 Give, restate, and follow simple two- step directions.
- K.RV.3.1 With support ask questions about unknown words in stories, poems, or songs.

Writing Standards:

- K.W.1 - Writing for specific purposes and audiences.
- K.W.3.2 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- K.W.6.2c - Spelling simple words phonetically, drawing on **phonemic awareness**.

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Kindergarten ELA – Unit 3

Dates: Nov 6th - Dec 22nd

- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the **beginning, middle (medial)**, and final sounds.
- K.RF.3.5 Add, delete, or substitute sounds to change words (cat/bat).
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (eg., dog = /d/ /g/ ; soap = /s/ /p/).
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.4.4 Read common high frequency words by sight (me, she, with, look, see, of, they, you
- K.RF.5 Read emergent reader texts while maintaining an appropriate pace and using self-correcting strategies.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.2.3 With support, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- K.RV.2.2 Identify and sort pictures of objects into categories (e.g., *colors, shapes, opposites*).
- K.RV.2.4 Recognize frequently occurring inflections (look/looks).
- K.SL.2.3 - Listen to others, take turns speaking, and add one's own ideas to small group discussion or tasks.
- K.SL.3.2 Ask appropriate questions about what a speaker says.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

Writing Standards

- K.W.1 - Write for specific purposes and audiences.
- K.W. 3.2 - Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- K.W. 3.3 - Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- K.W.6.2c - Spell simple words phonetically, drawing on **phonemic awareness**.

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Kindergarten ELA – Unit 4

Dates: January 8th - February 16th

- K.RF.3.3 Orally blend the onset (the initial sound) and rime (the vowel and ending sound) in words).
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the **beginning, middle (medial), and final sounds**.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (eg., dog = /d/ /g/ ; soap = /s/ /p/).
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.4.4 Read common high frequency words by sight (are, do, that, one, two, three, four, five, from, here, go).
- K.RF.4.5 Identify similarities and differences in words (word endings, onset, rime) when spoken or written.
- K.RF.5 Read emergent reader texts maintains an appropriate pace and using self-correcting strategies while reading.
- K.RL.2.1 - With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.2.2 - With support, retell familiar stories, poems, and nursery rhymes, including key details.
- K.RL.2.3 - Identify important elements of the text (e.g characters, setting or events).
- K.RL.3.2 - With support, define the role of the author and illustrator of a story in telling the story.
- K.RN.1 Actively engage in group reading activities with purpose and understanding.
- K.RN. 3.1 Identify text features of a nonfiction text (title, author, illustrations) and describe the relationships between those features and the text.
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RN.4.1 With support identify the reasons an author gives to support points in a text.
- K.RN.4.2 With support describe similarities and differences between two texts on the same topic.
- *addressed in writing unit
- K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.
- *addressed in writing unit
- K.SL.2.3 Listen to others, take turns speaking, and add one’s own ideas to small group discussion or tasks.
- K.SL.3.1 Ask and answer questions about key details in a text, read aloud, or information presented orally or through other media.

Writing Standards:

- K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- K.W.4 Apply the writing process to - with support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).

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Kindergarten ELA – Unit 5

Dates: February 20th - April 13th

- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial), and final sounds.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (eg., dog = /d/ /g/ ; soap = /s/ /p/).
- K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels
- K.RF.4.4 Read common high frequency words by sight (blue, green, yellow, said, was, what, come, where)
- K.RF.5 Read emergent reader texts maintains an appropriate pace and using self-correcting strategies while reading.
- K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read
- K.RL.2.3 Identify important elements of the text (e.g characters, settings, or events)
- K.RN.1 Actively engage in group reading activities with purpose and understanding.
- K.RN. 3.1 Identify text features of a nonfiction text (title, author, illustrations) and describe the relationships between those features and the text
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RN.4.1 With support identify the reasons an author gives to support points in a text.
- K.RN.4.2 With support describe similarities and differences between two texts on the same topic.
**addressed in writing unit*
- K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text. **addressed in writing unit*
- K.SL. 1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

Writing Standards:

- K.W.3.1 Use words and pictures to provide logical reasoning for suggesting that other follow a particular course of action.
- K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- K.W.4 Apply the writing process to - with support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- K.W.1 Write for specific purposes and audiences.
- K.W.4 Apply the writing process to - with support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).

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Kindergarten ELA – Unit 6

Dates: April 16th - May 25th

- K.RF.3.1 Identify and produce rhyming words
- K.RF.3.3 Orally blend the onset and the rime in words
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial), and final sounds.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (eg., dog = /d/ /g/ ; soap = /s/ /p/).
- K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.4.4 Read common high frequency words by sight.
- K.RF.4.5 Identify similarities and differences in words (word endings, onset, rime) when spoken or written.
- K.RF.5 Read emergent reader texts maintains an appropriate pace and using self-correcting strategies while reading.
- K.RL.2.3 Identify important elements of the text (e.g characters, settings, or events)
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g events, topics, concepts.)
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Writing Standards:

- K.W.1 Write for specific purposes and audiences.
- K.W.2.1 Write most upper and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.4 Apply the writing process to - with support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- K.W.6.1a Nouns/Pronouns - Writing sentences that include singular and/or plural nouns (e.g., *dog/ dogs, cat/ cats*).
- K.W.6.1b Verbs - Writing sentences that include verbs
- K.W.6.1e Usage - Recognizing that there are different types of sentences (tell vs. ask)
- K.W.6.2a Capitalization - Capitalizing the first word in a sentences and the pronoun I.
- K.W.6.2b Punctuation - Recognizing and naming end punctuation