

Unit Title		Estimated Time Frame
Making Connections		36 days
Big Idea		
I can look for connections between the ideas and characters I read about.		
Essential Question(s)	Literacy Practices	
<p>What lessons do characters learn in the stories I read?</p> <p>How do characters feel and act in different stories?</p> <p>What is the most important information the author wants me to know?</p> <p>How is the information I read in informational text connected?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
KAS Standards*	Prerequisite Skills/Considerations	Samples of Learning Intention/Success Criteria
<p>if a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.</p>		
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>a. Follow words from left to right, top to bottom and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Recognize that words are separated by</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • N/A <p>Considerations:</p> <ul style="list-style-type: none"> • As noted above, no prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy 	<p>I am learning how to read a book.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> • I can recognize that words I speak can be written with letters. • I can point to the beginning of a word. • I can track text from left to right. • I can write my story from left to right.

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spaces in print. d. Recognize and name all upper and lowercase letters of the alphabet.	<p>experiences in which the teacher has explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills.</p> <ul style="list-style-type: none"> • Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. • Begin teaching for integration of what children see, hear and say early on (RF.K.1.b.) We want them to understand, “<i>I know that if I hear a word, I will see it on the page. I know if I see a word, my mouth has to say it.</i>” • While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. Make sure to model the meaning of letter, word, space between words, and print/text/book. • The ELLE Alphabet Module (RF.K.1, HW.K.1) was introduced in Unit 1. Continue teaching students to recognize, name, and write letters according to pacing guidelines in the ELLE Teacher’s Guide. • While we have included examples of success criteria for early reading concepts about print, it will be more important to observe the 	<ul style="list-style-type: none"> • I can track text from top to bottom. • I can determine where to start reading or writing on a page. • I can recognize that text and pictures tell the story when I read or write. • I can recognize that text and pictures give information when I read or write. • I can recognize that words are separated by spaces when I read or write. • I can read a text from left to right, top to bottom. <p>I am learning the letters of the alphabet.</p> <ul style="list-style-type: none"> • I can name the uppercase letters • I can write each uppercase letter following and saying oral directions. • I can write each each uppercase letter quickly and correctly • I can name the the lowercase letters • I can write each lowercase letter following and saying oral directions. • I can write each lowercase letter quickly and correctly • I can recognize, name, and form the letters we are learning. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	students <i>applying</i> the skills (e.g., pointing to the first word on the page, tracking print, return sweep) than having the student recite success criteria.	
<p>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>a. Recognize and orally produce rhyming words.</p> <p>b. Count, pronounce, blend and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • N/A <p>Considerations:</p> <ul style="list-style-type: none"> • As noted above, no prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy experiences in which the teacher has explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills. • This standard, RF.K.2, is addressing phonological awareness, an umbrella term for any work helping children learn to notice and/or manipulate sounds in speech. Please note that at the early stages, this work will be done orally. The teaching procedures in the ELLE Beginning Phonemic Awareness and Phonics Module will help students integrate phonological and phonemic awareness with phonics, the relationship between the sounds (phonemes) in spoken language and the symbols (letters/graphemes) that represent them. 	<p>I am learning about how words <i>sound</i>.</p> <ul style="list-style-type: none"> • I can recognize words that rhyme. • I can say a word that rhymes with a word I hear. • I can clap the syllables of a word I hear. • I can count the syllables of a word I hear. • I can blend syllables I hear to say a word <p>I am learning to hear sounds in words.</p> <ul style="list-style-type: none"> • I can segment/isolate the beginning sound of a word I hear. • I can say a word that begins with a sound I hear. • I can isolate/segment (hear/say) the beginning, middle and ending sound of a word I hear. • I can add a beginning (middle or ending) sound to say a new word. • I can change the beginning (middle or ending) sound to say a new word. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	<ul style="list-style-type: none"> Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to a variety of texts such as big books, anchor charts, board books, etc. Model often and make the connections between reading and writing explicit. While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to decoding while reading and encoding while writing continuous text. The ELLE Beginning Phonemic Awareness and Phonics Module (formerly called the Early Phonemic Awareness Module), (RF.K.2d, RF.K.3a), was introduced at the end of Unit 1. Continue teaching the Beginning Phonemic Awareness and Phonics Module, along with the ELLE Alphabet Module. 	
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Orally distinguish between similarly spelled words by identifying the sounds of</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> No prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy experiences in which the teacher has explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during 	<p>I am learning about letter sounds.</p> <ul style="list-style-type: none"> I can match the sounds I hear to letters. I can say the sound of the letter I see. I can say the first letter of a word I hear. I can identify short vowel sounds. I can identify long vowel sounds. <p>I am learning about sight words.</p> <ul style="list-style-type: none"> I can quickly read and write words I’m learning. <p><i>*Success Criteria for additional parts of standards</i></p>

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the letters that differ.	<p>small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills.</p> <ul style="list-style-type: none"> • Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. • While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. • The ELLE Beginning Phonemic Awareness and Phonics Module (formerly called the Early Phonemic Awareness Module), (RF.K.2d, RF.K.3a), was introduced at the end of Unit 1. Continue teaching the Beginning Phonemic Awareness and Phonics Module, along with the ELLE Alphabet Module. • Be aware of your teacher language when talking about letters and sounds; the <i>sound</i> is what we <i>hear</i>; the <i>letter</i> is what we <i>see</i>. • Immerse students in high-frequency word learning and application by creating a print-rich classroom environment. 	<i>will need to be developed in PLCs.</i>
RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Beginning with read aloud during the “I Do” phase of gradual release, think aloud about how you recognize key details that 	<p>I am learning how key details help us understand the lesson learned in a story.</p> <p>With some help...</p> <ul style="list-style-type: none"> • I can tell what the story is about. • I can decide which details from the story

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	<p>help you understand the lesson learned in a story. Point out those details--words, sentences, and illustrations--that helped you reason and infer.</p> <ul style="list-style-type: none"> ● Engage in shared reading (We Do) in which students participate in figuring out the lesson learned by attending to specific words, phrases, and images in the story. ● As more of the responsibility is released to students, they will consider questions such as <ul style="list-style-type: none"> ○ Who is the story mostly about? ○ What problem is the character facing? ○ How does the character resolve it? ○ How is this character different at the end of the story than at the beginning? ● The summary may be pre-written by teacher, may be written collaboratively by teacher and students, or collaboratively with other students. Experience with RL.K.3 will aid students in creating a summary; summarizing is one of the flexible strategies listed in RL.K.10. 	<p>are the most important.</p> <ul style="list-style-type: none"> ● I can tell the key details from a story/summary. ● I can use key details to tell what problem the character faced in the story. ● I can use key details to talk about how the character solves the problem. ● I can use key details to talk about how the character changes from the beginning of the story to the end. ● I can talk about the lesson the character learned in the story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.</p> <p>○</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● identify the characters in a story (from Unit 1) ● identify the setting of a story (from Unit 1) <p>Considerations:</p> <ul style="list-style-type: none"> ● The majority of kindergarten standards 	<p>I am learning about the parts of a story so I can understand what happens in a story.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can identify the characters in a story. ● I can identify the setting in a story.

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	<p>begin, “With prompting and support...” As you teach, keep the gradual release model in mind (I do, we do, you do). At the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking all students to demonstrate mastery independently.</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ Who is the main character and what is he/she like? ○ Who are the other characters and how does the main character get along with them? ○ Would the story have been the same if it had taken place at a different location? 	<ul style="list-style-type: none"> ● I can identify the major events in a story. ● I can identify the major events of a story in the correct order. ● I can think about the characters, settings, and major events to help me understand the story.
RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.	<p>Prerequisite skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ Who is the main character in the story? What are they like? Kind? Shy? Courageous? ○ Where does each story take place? ○ What kinds of experiences does each character have, and how are their experiences alike or different? ○ What does each main character do to resolve the problem/conflict? ● As you teach and model, highlight how most of the main character’s experiences 	<p>I am learning to compare and contrast stories.</p> <p>With some help, I can...</p> <ul style="list-style-type: none"> ● identify the characters in a story I read/hear. ● identify the adventures/experiences of a character in a story I hear/read. ● tell how the character’s adventures/experiences are alike and different.

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	and adventures occur in the “middle” of the story. Read each story aloud and focus on the events that occur in each or the steps each main character takes to get from “the problem” (the beginning) to “the resolution” (the ending). Model to students how to organize findings and thinking (T-charts, Venn diagrams, etc.)	
RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	<p>Prerequisite skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ What is the main topic of the text? ○ What is the most important information about the main topic that the author wants me to know? ● Guide students to consider how the title, headings, pictures/captions, and bold words in an informational text help readers figure out the main topic, pointing out to students when the author plainly states the main idea in a paragraph’s first sentence and other places. ● Think aloud about how you determine the central idea and point out key details--words, sentences, and illustrations/photos--that helped you reason and infer. 	<p>I am learning to use key details to identify the central idea of the text.</p> <p>With some help...</p> <ul style="list-style-type: none"> ● I can tell the key details of a text or summary. ● I can use key details from a text or summary to tell the central idea.
RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	<p>Prerequisite Skills: In Unit 1, students were introduced to orally identifying the individuals, and events presented over the course of a text (with prompting and support).</p>	<p>I am learning how informational text works.</p> <p><i>With prompting and support...</i></p>

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	<p>Considerations:</p> <ul style="list-style-type: none"> • With modeling and scaffolding, students will orally identify the individuals, events, ideas, or pieces of information presented over the course of a text. • The majority of kindergarten RL/RI standards begin, “<i>With prompting and support,...</i>” As you teach, keep the gradual release model in mind (I do, we do, you do). At the beginning of a unit or at the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking all students to demonstrate mastery independently. Think aloud and model <i>precisely</i> what you want students to be able to do on their own later, and nurture their attempts at applying new learning. • Consider integrating this standard with RI.5 (text features- title page, front cover/back cover of a book). • Consider integrating K.I.Q.1 <i>Ask compelling questions about their community</i>, from KAS for Social Studies with ELA standards in Unit 1. 	<ul style="list-style-type: none"> • I can look at pictures to tell what a text is mostly about. • I can use the title to tell what the text is mostly about. • I can talk about the author’s ideas. • I can talk about the information I read about in a text. • I can identify important (Pick 1: people, events, ideas, information) in a text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.	<p>Prerequisite skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Students will consider questions such as: <ul style="list-style-type: none"> ○ What is the topic of both texts? ○ What is the title of each text? ○ What information did I find in both 	<p>I am learning to identify information about a topic in more than one text.</p> <p>With some help, I can...</p> <ul style="list-style-type: none"> • identify the topic of a text • find information about the topic within that

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	<p>texts?</p> <ul style="list-style-type: none"> ○ Is there information in one text that is not in the other? ○ Are the pictures/charts/etc. the same or different? <ul style="list-style-type: none"> ● As you model, read texts that are short, or focus on only one chapter in each book, so that students can reread the text and refer back to it to verify their reasoning. ● Remind students that photos and text features can also help us identify information in texts (not just the words). 	<p>text</p> <ul style="list-style-type: none"> ● find information about the same topic in a different text <p>*Consider pairing this standard with the Success Criteria in RI.K.2. The “two or more texts” may be selected by the student, groups of students, or the entire class.</p>
<p>RL/RI.K.10 RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/informational texts.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Throughout all of your literacy teaching and work with students, this standard reminds us that everything we do should be in the service of students reading and writing at grade-level by the end of the year. ● Students will need time for independent reading and writing in order to apply strategies learned and build vocabulary, monitoring strategies, and fluency. 	<p>I am learning to use strategies to help me read grade-level (or above grade-level) literary/informational texts.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can listen to (monitor) my reading to know if it makes sense. ● I can re-read and try again when my reading doesn't make sense. ● I can look for words I know. (When I see a word I know I say that word.) ● I can monitor my reading to know if it makes sense, sounds right and looks right. ● I can ask questions to help me better understand the text I am reading. ● I can visualize what is happening in a text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>HW.K.1 Print all upper and lowercase letters and numerals.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Continue instruction in the ELLE Alphabet Module in small groups for students needing continued support with letter formation. (RF.K.1, HW.K.1) In the ELLE Alphabet Module, children are taught to name letters at the same time they learn to write them. In order to learn to read and to write efficiently, letter formation and recognition should be automatic (accurate and speeded). 	<p>We are learning about letters in order to read and write.</p> <p>I can:</p> <ul style="list-style-type: none"> write the part of an uppercase letter name the part of an uppercase letter write each uppercase letter following and saying oral directions name the uppercase letters write each each uppercase letter quickly and correctly name the the lowercase letters write each each lowercase letter quickly and correctly I can write upper and lowercase letters using correct letter formation. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.K.3 <u>Compose narratives, using a combination of drawing, dictating, writing</u> and digital resources, <u>to develop real or imagined experiences</u> or multiple events <u>or ideas</u>, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level. Consider integrating this standard with C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. Students will participate 	<p>I am learning to write about my ideas and experiences.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> I can think of an idea or experience to write about. I can talk about an idea or experience I want to write about. I can draw about an idea or experience. I can draw and write about an idea or experience. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing.</p> <ul style="list-style-type: none"> Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 1. 	
<p>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level. Consider integrating this standard with C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. Students will participate in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing. Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 1. 	<p>I am learning to write an informative piece so I can teach someone else about something I know.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> I can identify an informative text. I can identify an explanatory text. I can identify a topic to write about. I can talk about the topic I want to write about. I can draw about my topic. I can introduce my topic in my writing piece. I can draw and write things I know about my topic. I can use pictures and words to add details that I know about my topic to my writing. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Create a sense of closure.</p> <p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Prerequisite Skills: This standard was introduced in Unit 1, focusing on beginning to get ideas on paper.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • The new learning in Unit 2 will introduce students to using digital resources to produce writing, to write about multiple events or ideas, and to to begin to improve their technique, organization, and level of details. • Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student’s stage of writing development, and in deciding what to teach to gradually take the student to a higher level. • Consider integrating this standard with C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. Students will participate in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing. • Consider integrating K.I.Q.1 <i>Ask compelling questions about their community</i>, from KAS for Social Studies with ELA standards in Unit 1. 	<p>I am learning to write about my ideas and experiences.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> • I can think of an idea or experience to write about. • I can talk about an idea or experience I want to write about. • I can draw about an idea or experience. • I can draw and write about an idea or experience. • I can use (Adobe Spark, Google Slides, etc) to write and illustrate my story. • I can draw a picture to show my actions/thoughts/emotions. • I can write details about my actions/thoughts/emotions. • I can add details to my drawing and writing to help tell about my experience. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.K.1 When writing or speaking, demonstrate appropriate use of:</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • N/A 	<p>I am learning how language works when I speak and write.</p>

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<p>a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.</p> <ul style="list-style-type: none"> • 	<p>Considerations:</p> <ul style="list-style-type: none"> • Provide plenty of modeling and support to students as you introduce new learning in this unit. • Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 1. • Read Aloud and class discussions are powerful practices for expanding children’s oral language. In addition to your teaching and modeling, students will need many opportunities to listen, think, and talk throughout the school day in order to build language competencies. 	<p>For this standard, consider using a checklist of the skills listed in the standard, and note when students are observed demonstrating mastery, or when they need instruction.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.K.2 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Provide plenty of modeling and support to students as you introduce new learning in this unit. Much of the explicit teaching of this standard will occur via teacher modeling and via shared writing (C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects.) • Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 1. 	<p>I am learning to write complete sentences.</p> <ul style="list-style-type: none"> • I can start a sentence with a capital letter. • I can use letter sounds to write words. • I can put a space between words in a sentence. • I can use correct punctuation at the end of a sentence • I can use a period, exclamation point, question mark correctly at the end of a sentence. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary		
adventures -something new and exciting to do; the activities a character participates in or the journeys a character takes in a story		

Unit Title	Estimated Time Frame
Making Connections	36 days
<p>central idea-Some ideas are more important to a story than others; these are the ideas you could not cut out without changing the meaning of the text. The central idea contains the main elements that make up the text and that all the supporting details help to develop.</p> <p>characters-a person, an animal, or an object in a text</p> <p>compare/contrast-to analyze how two stories are the same and how they are different; to analyze how two different texts present information on a topic</p> <p>event-something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual</p> <p>experiences-the activities a character participates in or the journeys a character takes in a story</p> <p>explanatory text-a text that explains how to do something</p> <p>ideas-thoughts or pictures in someone’s mind; thoughts that the author wants the reader to know</p> <p>individual-a person in a text</p> <p>informational text/nonfiction-a text that provides information on a topic</p> <p>informative texts-a text that tells or shows the reader information about a topic</p> <p>key details-These are parts of a text that support the main idea and help the reader to understand what the text is about. In literature (fiction), key details tell about story elements--character, setting, problem, major events, and resolution--and how they interact. In informational (non-fiction) text, key details tell about the facts and ideas the author selects to support the text’s main idea.</p> <p>lesson learned-when a character gains new knowledge through experiences</p> <p>major events-the most important events in a story, usually related to how the main character resolves a problem or handles a challenge</p> <p>narrative texts-stories or accounts of real or imagined experiences or events</p> <p>pieces of information-things the author wants to teach in an informational text</p> <p>setting- where and when an event takes place in a text</p> <p>story/fiction-stories with imaginary events and people</p>	
Supporting Standards	
<p>RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <p>RL.K.4 With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p>	

Unit Title	Estimated Time Frame
Making Connections	36 days
<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text.</p> <p>C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</p> <p>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</p>	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>Bringing Down the Moon</i> (fiction, Unit 8, Week 3), <i>Hen Hears Gossip</i> (fiction, Unit 9, Week 2) <i>Shapes All Around</i> (nonfiction, Unit 2, Week 2), <i>Find the Shapes</i> (nonfiction, Unit 2, Week 2)</p> <p>Amplify <i>What is the Weather Like Today</i> (1.1)</p> <p>My World (Social Studies) Savvas Crosswalk 3.1 Why People Work Savvas Crosswalk Celebrating Kentucky</p> <ul style="list-style-type: none"> ● 1.4 Leaders Make Rules ● 2.1 Our Country and State ● 2.2 Symbols of Our Country ● 2.3 Symbols of our State ● 2.5 Our National Holidays <p>Consider Integrating the following KSS Inquiry Standards throughout this unit:</p> <p>Communicating Conclusions</p>	

Unit Title	Estimated Time Frame
Making Connections	36 days
<p>K.I.CC.1: Construct an explanation about their community's civic life, history, geography, and/or economy.</p> <p>K.I.CC.2: Construct an argument to address a problem in the classroom or school.</p> <p>K.I.CC.3: Identify ways to civically engage at school.</p> <p>Using Evidence</p> <p>K.I.UE.1: Identify information from two or more sources to investigate characteristics of a community</p>	
Additional Resources	
<p>Mentor Texts for Informative/Explanatory Writing</p> <p><i>Bugs Are Insects</i> by Anne Rockwell</p> <p><i>The Sun and the Moon</i> by Carolyn Cinami DeCristofano</p> <p><i>Starfish</i> by Edith Thacher Hurd</p> <p><i>How to Tie Your Shoes</i> by Cottage Door Press</p> <p><i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka</p> <p><i>Building a House</i> by Byron Barton</p> <p><i>How to Teach a Slug to Read</i> by Susan Pearson</p> <p><i>The Brilliant Deep</i> by Kate Messner</p> <p><i>Now You Know How it Works</i> by Valorie Fisher</p> <p><i>Red Alert! Endangered Animals Around the World</i> by Catherine Barr</p> <p><i>How a House is Built</i> by Gail Gibbons</p> <p>Mentor Texts for Narrative Writing:</p> <p><i>Enemy Pie</i>, Derek Munson</p> <p><i>The Relatives Came</i>, Cynthia Rylant</p> <p><i>Owl Moon</i>, Jane Yolen</p> <p><i>Ralph Tells a Story</i>, Abby Hanlon</p> <p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, Judith Viorst</p> <p><i>Rainbow Fish</i>, Marcus Pfister</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p> <p><i>Giraffes Can't Dance</i>, Giles Andreae</p> <p><i>Be My Neighbor</i>, Maya Ajmera & John D. Ivanko</p> <p><i>Jabari Jumps</i>, Gaia Cornwall</p>	

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Making Connections	36 days
<p><i>Kitchen Dance</i>, Maurie J. Manning <i>Thundercake</i>, Patricia Polacco <i>Together We Ride</i> by Valerie Bolling <i>New Shoes</i> by Chris Raschka <i>City Moon</i> by Rachael Cole</p> <p><i>Not Little</i> by Maya Myers <i>Roller Coaster</i> by Marla Frazee <i>When Lola Visits</i> by Michelle Sterling <i>Applesauce Day</i> by Lisa J. Amstutz <i>The Camping Trip</i> by Jennifer K. Mann</p> <p><i>Granny and Bean</i> by Karen Hesse <i>The Secret Fawn</i> by Kallie George <i>Hiking Day</i> by Anne Rockwell <i>Kitchen Dance</i> by Maurie J. Manning <i>Roller Coaster</i> by Marla Frazee</p> <p><i>Abuelita and I Make Flan</i> by Adriana Hernandez Bergstrom <i>When Lola Visits</i> by Michelle Sterling <i>Applesauce Day</i> by Lisa J. Amstutz <i>Joy Ride</i> by Sherri Duskey Rinker <i>Love Birds</i> by Jane Yolen</p> <p><i>Soul Food Sunday</i> by Winsome Bingham</p> <p>Social Studies / Reading Connections</p> <p>Multicultural Books by Standard</p> <p>The Reading Strategies Book by Jennifer Serravallo 1.1 Be an Explorer Who Finds Treasures in Books 1.2 The WHOLE and Teeny-Tiny Details 1.13 Talk Like the Character 5.3 Summarizing What's Most Essential 5.4 Uh-oh...Phew</p>	

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Making Connections	36 days
<p>7.1 Notice a Pattern and Give Advice 8.2 Notice What Repeats 9.1 Compare New to Known 9.2 Reading with a Sense of “Wow” 10.5 Get More From Pictures 10.6 Labels Teach</p> <p>The Writing Strategies Book by Jennifer Serravallo 4.1 Make Your Pictures and Your Words Agree 4.2 Focus in Time 5.2 Say Say Say, Sketch Sketch Sketch, Write Write Write 5.5 All About or One Time? 5.6 Teaching Texts: How Tos 5.7 Organize in Sequence 6.2 Pictures Teach, Words Teach 6.3 Speech Bubbles Let Your Characters Talk 6.9 What <i>Else</i> Happened?</p> <p>Composition in the Classroom</p> <p>Launching the Writing Workshop</p> <p>A Teacher’s Guide to Getting Started with Beginning Writers, K-2 by Katie Wood Ray and Lisa Cleveland (videos embedded)</p> <p>Guided Drawing</p> <p>Lucy Calkins Narrative Writing Checklist for Kindergarten</p> <p>Lucy Calkins Information Writing Self-Check for Kindergarten</p> <p>Lucy Calkins Narrative Writing Self-Check for Kindergarten</p>	