Grade K ELA

Curriculum Map



2018 - 2019

**Grade K ELA**

**Unit 1 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that there is a relationship between illustrations and words. (RL.K., RL.K.6)
* Writers understand that pictures and words about events help tell a story. (W.K.3)
* Learners understand that home is an important concept to all living things. (SC.K.N.1.1 - SC.K.N.1.5, SC.K.L.14.3)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Write about Animal HomesChildren will choose an animal from *Where is Home, Little Pip?* or *A House for Hermit Crab*. They will tell about the animal and its home.  |

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|  | **Lessons 1-8** | **Lessons 9-11** | **Lessons 12-13** |
| **Text** | *Where is Home, Little Pip?* | *A House for Hermit Crab* | *Where is Home, Little Pip? And A House for Hermit Crab* |
| **Foundational Skills Focus** | Letter Recognition; Aa, Bb, Cc, Dd, Ee (L1-5) | Letter Recognition; Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn (L6-10) | Letter Recognition; Oo,Pp,Qq, Rr, Ss (L11-13) |
| **High-Frequency Words** | I; am | I; am | the; little |
| **Reading Instructional Focus** | (L1, 4) Relate Words & Pictures in a Story(L2) Identify Characters, Setting, & Events(L3) Use Key Details to Understand a Text(L5) Use Words to Understand a Story (L6) Use key details to understand a text(L7) Retell a Story Using Key Details(L8) Recognize Types of Texts | (L9) Identify Details About the Setting(L10) Identify Major Events in a Story(L11) Relate Pictures & Words in a Story | (L12) Compare & Contrast Stories(L13) Retell Stories Using Key Details |
| **Independent Reading Focus** | Process- (L1-5) Engagement & Identity, (L6-8) IndependenceStrategy- (L1, 8) Comprehension; (L2, 7) Decoding & Word Recognition; (L3, 5) Vocabulary Knowledge; (L4) Critical Thinking; (L6) Fluency | Process- (L9-11) Engagement and IdentityStrategy- (L9) Critical thinking, (L10) Decoding & Word Recognition, (L11) Fluency | Process- (L12-13) StaminaStrategy- (L12) Decoding & Word Recognition, (L13) Comprehension |
| **Writing Instruction Focus** | (L1) Describe an Animal(L2) Describe a Character(L3) Describe a Setting(L4) Describe an Event (L5) Tell Events in Order(L6) Add Details to Writing (L7) Use the Elements in a Story (L8) Describe a New Character | (L9) Describe an Animal(L10) Tell Details of an Event(L11) Tell About a Character’s Reaction | (L12) Provide Details(L13) Tell About a Character’s Actions |
| **Independent Writing**  | (L1-2) Write Describing Words(L3) Write Vivid Words & Details(L4) Draw & Write Details(L5) Draw & Put in Order(L6) Revise Writing (L7) Identify Story Elements(L8) Write About Feelings | (L9) Write Describing Words(L10) Write About Events(L11) Write About Feelings | (L12) Use Vivid Details(L13) Write About Actions |
| **Conventions** | (L1-8) Uppercase & Lowercase Letters | (L9-10) Uppercase & Lowercase Letters(L11) Capitalize First Words in Sentences | (L12) End Punctuation(L13) Capitalize the Pronoun I |
| **Benchmark Vocabulary** | (L1) baby, home(L2) hatched, nest,wander (L3) glittered, fluttered(L4) oceans, pecking(L5) ruffled, cozy(L6) slumped, weathered(L7) wailed, rushed, waddled(L8) snuggled, exhausted | (L9) snug, frightening, wiggling, waggling(L10) swayed, flock, prickly, fierce(L11) grazed, darting, sturdy | (L12) frightening(L13) grazed |

**K Grade ELA**

**Unit 1 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that answering questions helps them understand information in texts. (RI.K.1)
* Writers understand that informational texts provide answers to questions about topics. (W.K.2)
* Learners understand that the environment affects living things. (SC.K.N.1.1 - SC.K.N.1.5, SC.K.L.14.3)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 1 Foundational Check Progress (TE p. FS26-FS29)
* Unit 1 Assessment
* Running Records: Letters, Sounds, High-Frequency Words
* Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Write About a Special HomeChildren will select an animal or plant from one of the selections. They will explain about the animal’s or plant’s home. |

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|  | **Lessons 1-6** | **Lessons 7-10** | **Lesson 11-12** |
| **Text** | *Life in a Pond* | *A Bed for the Winter* | *Life in a Pond* and *A Bed for the WInter* |
| **Foundational Skills Focus** | Letter Recognition; Tt, Uu, Vv, Ww, Xx, Yy, Zz (L1-5) | /m/ Spelled Mm (L6-10) | /t/; /t/ Spelled Tt (L11-12) |
| **High Frequency Words** | the; little | a; to | a; to; am; little |
| **Reading Instructional Focus** | (L1) Answer Questions About Key Detail(L2) Identify the Main Topic of a Text(L3) Use Key Details to Understand a Text(L4) Relate Words & Pictures in a Text(L5) Connect Ideas & Facts in a Text(L6) Find Facts That Support a Point | (L7) Identify the Main Topic of a Text(L8) Make Connections Between Ideas(L9) Ask & Answer Questions Using Details in a Text(L10) Answer Questions About Key Detail | (L11) Use Key Details to Retell a Text(L12) Relate Words & Pictures in a Text |
| **Independent Reading Focus** | Process- (L1-5) Engagement & Identity; (L6) IndependenceStrategy- (L1) Comprehension; (L2, 6) Decoding & Word Recognition; (L3-4) Vocabulary Knowledge; (L5) Critical Thinking | Process- (L7-8) Independence; (L9-10) Engagement & IdentityStrategy- (L 7, 9) Decoding & Word Recognition; (L8) Comprehension; (L10) Fluency | Process- (L11) Engagement & Identity; (L12) StaminaStrategy- (L11) Critical Thinking; (L12) Decoding & Word Recognition |
| **Writing Instruction Focus** | (L1) Make a List(L2) Describe a Place(L3) Write Labels(L4) Write Facts(L5) Name a Topic(L6) Tell Information  | (L7) Describe a Home(L8) Name a Topic(L9) Tell Information(L10) Revise to Add Detail | (L11) Tell Information About a Picture(L12) Write an Explanation |
| **Independent Writing**  | (L1) List Facts(L2) Write Details About a Place(L3) Add Labels to a Picture(L4) Find a Fact About a Topic(L5) Write Headings & Topic Sentences(L6) Write Details | (L7) Write a Description of a Place(L8) Write About a Topic(L9) Write Information About a Topic(L10) Revise Writing | (L11) Write Details(L12) Gather Information to Explain |
| **Conventions** | (L1) Nouns for Animals(L2) Nouns for Places(L3) Nouns for Things(L4) Nouns for People(L5-6) Nouns for More Than One Thing | (L7) Words for Things We Can Do(L8-9) Question Words(L10) Produce Complete Sentences | (L11-12) Spelling  |
| **Benchmark Vocabulary** | (L1) pond, shallow(L2) lakes, forests, farms(L3) dive, underwater(L4) bloom, float(L5) together(L6) full | (L7) gathers, scurries(L8) rotten, trembles(L9) cling, huddle, damp, frozen(L10) swoops, meadow, nest, cave | (L11) shallow, trembles(L12) together, gathers |

**K Grade ELA**

**Unit 2 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that stories have characters, settings, and major events. (RL.K.3)
* Writers understand the importance of sequenced events in a story. (W.K.3)
* Learners understand the concepts of “then” and “now.” (SS.K.A.3.1)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Write about ChangesChildren will create a simple personal narrative about something they did when they were younger that they do differently now. |

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|  | **Lessons 1-4** | **Lessons 5-9** | **Lessons 10-11** | **Lessons 12-13** |
| **Text** | *The Little House* | *Four Seasons Make a Year* | *The Little House* | *The Little House* and *Four Seasons Make a Year* |
| **Foundational Skills Focus** | /a/ Spelled Aa (L1-5) | /s/ Spelled Ss (L6-10) | /p/ Spelled Pp (L11-13) | Review All |
| **High Frequency Words** | have; is; little; am | have; is | we; like; my |  |
| **Reading Instructional Focus** | (L1) Identify the Main Events in a Story(L2) Connect Words & Pictures in a Story(L3) Identify Details About the Setting(L4) Ask & Answer Questions About Key Details  | (L5) Use Key Details to Understand a Text(L6) Retell a Story Using Words & Pictures(L7) Ask & Answer Questions About Key Details (L8) Ask & Answer Questions to Understand Words(L9) Relate Words & Pictures in a Text  | (L10) Identify Characters, Setting, & Events(L11) Relate Words & Pictures in a Text  | (L12) Retell Stories Using Key Details(L13) Describe the Setting of a Story |
| **Independent Reading Focus** | Process- (L1-4) Engagement & IdentityStrategy- (L1, 3) Critical Thinking; (L2) Fluency; (L4) Decoding & Word Recognition | Process- (L5, 9) Engagement & Identity; (L6-8) IndependenceStrategy- (L5, 7-8) Comprehension; (L6) Fluency; (L9) Vocabulary Knowledge | Process- (L10-11) Engagement & IdentityStrategy- (L10) Fluency; (L11) Vocabulary Knowledge | Process- (L12-13) StaminaStrategy- (L12) Decoding & Word Recognition; (L13) Comprehension |
| **Writing Instruction Focus** | (L1, 4) Then and Now(L2) Tell About Change(L3) Story Elements | (L5) Make a Story Sequence Chart(L6, 9) Write a Personal Narrative(L7) Tell Events in Order(L8) Add Details to Writing | (L10) Tell Events in Order(L11) Add Details to Writing | (L12) Tell Events in Order(L13) Find Details About Events |
| **Independent Writing**  | (L1) Write About Change(L2) Draw and Write About Changes(L3) Retell the Events(L4) Write About Past & Present | (L5) Write Events in Order(L6) Tell About Then(L7) Add Events(L8) Revise Writing(L9) Tell About Now | (L10) Add Events(L11) Revise Writing | (L12) Write About Activities(L13) Write About Events |
| **Conventions** | (L1-2) Verbs(L3) Spelling(L4) Produce Complete Sentences | (L5) Verbs(L6) Produce Complete Sentences(L7) End Punctuation(L8) Spelling(L9) Question Words | (L10-11) Produce Complete Sentences | (L12) End Punctuation(L13) Spelling |
| **Benchmark Vocabulary** | (L1) country; curious(L2) buds; swell; brook(L3) carriage; cellars; stories(L4) shabby; shutters | (L5) spring; droops(L6) plow(L7) flutter; sprouts; bouquets(L8) ripe; shrivel; frantically; (L9) crackle; twirling; slippery; peck | (L10) frost; harvest(L11) gasoline; glance; twinkled  | (L12) curious, shabby, sprouts, droops(L13) harvest, glance, ripe, slippery |

**K Grade ELA**

**Unit 2 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that asking questions helps them understand a text. (RI.K.1)
* Writers understand that they can state an opinion through words and illustrations. (W.K.1)
* Learners understand that people’s lives “then” were similar to and different from our lives today. (SS.K.A.2.1)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 2 Foundational Check Progress (TE p. FS26-FS29) \*Score out of 17\*
* Unit 2 Assessment
* Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Write About Life on a FarmChildren will state an opinion about whether they would like to live on a farm. |

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|  | **Lessons 1-6** | **Lessons 7-10** | **Lesson 11-12** |
| **Text** | *Farming Then and Now*  | *The Old Things* | *Farming Then and Now* and *The Old Things* |
| **Foundational Skills Focus** | /k/ Spelled Cc (L1-5) | /i/ Spelled Ii (L6-10) | /i/ Spelled Ii (L11-12) |
| **High Frequency Words** | we; like; my | he; for | he; for  |
| **Reading Instructional Focus** | (L1) Identify Main Topic & Key Details(L2) Identify Elements of a Book(L3) Connect Information in a Text(L4) Use Words to Understand a Text(L5) Use Key Details to Understand a Text(L6) Identify Reasons to Support a Point | (L7) Relate Words & Pictures in a Text(L8) Answer Questions About Key Detail(L9) Use Words to Understand a Text(L10) Make Connections Between Ideas | (L11) Compare & Contrast Texts(L12) Relate Pictures & Words in a Text |
| **Independent Reading Focus** | Process- (L1-5) Engagement & Identity; (L6) IndependenceStrategy- (L1, 5) Decoding & Word Recognition; (L2) Comprehension; (L3, 6) Critical Thinking; (L4) Fluency | Process- (L7-9) Independence;(L9-10) Engagement & IdentityStrategy- (L7, 9-10) Comprehension; (L8) Critical Thinking | Process- (L11) Engagement & Identity; (L12) StaminaStrategy- (L11-12) Decoding & Word Recognition |
| **Writing Instruction Focus** | (L1) Name a Topic(L2) Tell an Opinion(L3) Tell a Reason(L4) Add Details to Writing(L5) Tell an Opinion About a Book (L6) Tell a Reason to Support an Opinion | (L7) Tell an Opinion (L8) Tell Which You Like Better(L9) State an Opinion About Photographs(L10) Give an Opinion About a Statement | (L11) Compare & Contrast to State an Opinion(L12) Write an Opinion About the Past |
| **Independent Writing**  | (L1) List Topics(L2) Write an Opinion(L3) Write a Reason (L4) Revise Writing (L5) Name a Book & Write Opinions (L6) Write Supporting Reasons | (L7) Use Opinion Words (L8) Write About a Preference(L9) State an Opinion(L10) Agree or Disagree | (L11) Compare & Contrast Old & New(L12) Write About Life in the Past |
| **Conventions** | (L1-2, 4-5) Expand Sentences(L3, 6) Spelling | (L7-10) Prepositions  | (L11) Prepositions (L12) Spelling |
| **Benchmark Vocabulary** | (L1) farm; rises(L2) starts; things(L3) machines; faster; easier(L4) crops; changed; work(L5) sheep; spin; drive(L6) glad; think | (L7) e-mail(L8) moving; played(L9) typed; call(L10) look; write | (L11) things, played(L12) easier, e-mail |

**K Grade ELA**

**Unit 3 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that characters in literary texts have different experiences and reactions. (RL.K.3)
* Writers understand that stories include characters’ reactions to events. (W.K.3)
* Learners understand that we can use observations to predict changes. (SC.K.N.1.1 - SC.K.N.1.5)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Create a StoryChildren will write a story about the main character in *Come In, Rain!* and what she might do in a snow storm.  |

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|  | **Lessons 1-7** | **Lessons 8-11** | **Lessons 12-13** |
| **Text** | *Come on, Rain!* | *The Snowy Day* | *Come on, Rain! And The Snowy Day* |
| **Foundational Skills Focus** | /n/ Spelled Nn & /b/ Spelled Bb (L1-5)  | /r/ Spelled Rr (L6-10) | /d/ Spelled Dd & /k/ Spelled Kk (L11-13) |
| **High Frequency Words** | me; with; she; little | me; with; she; little | see; look |
| **Reading Instructional Focus** | (L1) Identify Key Details About Characters(L2) Use Words to Understand a Story(L3) Find Word Meanings in a Story(L4) Identify Major Events in a Story(L5) Use Key Details to Retell a Story(L6) Use Words to Understand a Text(L7) Find the Meaning of Words in a Story | (L8) Identify Details About Events(L9) Identify Details About the Setting (L10) Relate Pictures & Words in a Story(L11) Identify Details About Characters | (L12) Compare & Contrast Stories(L13) Use Clues to Find Word Meanings |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Independence; (L7) StaminaStrategy- (L1, 5) Comprehension; (L2) Fluency; (L3, 6) Vocabulary Knowledge; Critical Thinking; (L7) Decoding & Word Recognition | Process- (L8-9) Stamina; (L10-11) Engagement & IdentityStrategy- (L8) Comprehension; (L9) Critical Thinking; (L10) Decoding & Word Recognition; (L11) Fluency | Process- (L12-13) IndependenceStrategy- (L12) Comprehension; (L13) Fluency |
| **Writing Instruction Focus** | (L1) Identify Elements of a Story(L2) Tell a Story (L3) Tell About an Event(L5) Tell How Characters React(L6) Identify a Character's Reaction(L7) Add Details About Characters | (L8) Create a Storyboard(L9) Write a Story(L10) Revise to Add Details(L11) Tell About a Character’s Readers | (L12) Write Details(L13) Retell Key Events |
| **Independent Writing**  | (L1) Write About Changes(L2) Draw and Write About Changes(L3) Retell the Events(L4) Write About Past and Present(L5) Write Events in Order(L6) Tell About Then(L7) Add Events | (L8, 11) Revise Writing(L9) Tell About Now (L10) Add Events | (L12) Write About Activities(L13) Write About Events |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Short Sentences(L3) Capitalize Names(L4) Capitalize First Words in Sentences (L5) Capitalize the Pronoun | (L8-10) Verbs(L11) Spelling | (L12) Print Short Sentences(L13) Complete Sentences |
| **Benchmark Vocabulary** | (L1) squinting; glistening; soothed(L2) sighs; parched; rumbles(L3) smartly; murmurs(L4) swollen; plop; glazes; streaming(L5) wordless; racket; sparkles(L6) bunched; bulging; wavers(L7) slick; trickles; sniffs | (L8) piled; dragged(L9) crunch; smacking(L10) heaping; handful; firm(L11) adventures; melted | (L12) squinting; slick; crunch; heaping(L13) bunched; swollen; piled; firm |

**K Grade ELA**

**Unit 3 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that asking and answering questions helps them understand a text. (RI.K.1)
* Writers understand that one purpose for writing is to share information. (W.K.2)
* Learners understand that sharing observations about the weather helps us gain information. (SS.K.G.3.3)

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| **Assessment (Optional)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 3 Foundational Check Progress (TE p. FS26-FS29) \*Score out of 17\*
* Unit 3 Assessment
* Running Records: Letters, Sounds, High-Frequency Words
* Performance-Based Assessment (Classwork)
 |
| **Performance-Based Assessment**Task: Predict the WeatherChildren will pretend that they are weather forecasters. They will use what they learned from the selections to write a simple weather forecast.  |

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|  | **Lessons 1-6** | **Lessons 7-10** | **Lesson 11-12** |
| **Text** | *What Will the Weather Be?* | *Weather Words and What They Mean* | *What Will the Weather Be?* and *Weather Words and What They Mean* |
| **Foundational Skills Focus** | /f/ Spelled Ff (L1-5) | /o/ Spelled Oo (L6-10) | /o/ Spelled Oo (L11-12) |
| **High Frequency Words** | see; look; for | they; you; of; she | they; you; of; we |
| **Reading Instructional Focus** | (L1) Identify the Main Topic & Key Details(L2) Relate Pictures & Words in a Text(L3) Use Key Details to Understand a Text(L4) Ask & Answer Questions(L5-6) Use Words to Understand a Text | (L7) Use Words to Understand a Text(L8) Identify Main Topic & Key Details(L9) Ask & Answer Questions(L10) Use Words to Understand a Text | (L11) Compare & Contrast Texts(L12) Connect Events & Ideas in a Text |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) IndependenceStrategy- (L1-2) Decoding & Word Recognition; (L3) Comprehension; (L4) Fluency; (L5) Critical Thinking; (L6) Vocabulary Knowledge | Process- (L7-9) Stamina; (L10) Engagement & IdentityStrategy- (L7) Critical Thinking; (L8) Decoding & Word Recognition; (L9) Fluency; (L10) Vocabulary Knowledge | Process- (L11) Engagement & Identity; (L12) IndependenceStrategy- (L11) Comprehension; (L12) Decoding & Word Recognition |
| **Writing Instruction Focus** | (L1) Ask & Answer Questions(L2) Describe the Weather(L3) Compare & Contrast Weather(L4) Research the Weather(L5) Write a Label(L6) Writing Process: Plan & Draft | (L7) Compare & Contrast Weather(L8) Writing Process: Revise(L9) Writing Process: Publish(L10) Explain Weather Words | (L11) Compare & Contrast Two Books(L12) Tell About a Topic |
| **Independent Writing**  | (L1) Think of Questions About a Text(L2) List Weather Words(L3) Tell What is Alike & Different(L4) Make Observations(L5) Identify a Picture or Object(L6) List Weather Words | (L7) List Antonyms(L8) Revise by Adding Detail(L9) Present Your Writing(L10) Use Pictures & Words | (L11) Tell What is Alike & Different(L12) Identify a Topic & Information |
| **Conventions** | (L1, 6) Spelling(L2) Print Short Sentences(L3-5) Prepositional Phrases | (L7) Print Short Sentences(L8-10) Expand Sentences | (L11) Spelling(L12) Print Short Sentences |
| **Benchmark Vocabulary** | (L1) sinking; puffy(L2) forecast; predicting(L3) howl; wispy; drizzle(L4) measure; temperature(L5) force; collapses(L6) prepare | (L7) fair; rises; sets; boundary(L8) position; evaporates; motion; freezes(L9) combinations; floods; expands; sunbeams(L10) direction; damage; twists | (L11) predicting; prepare(L12) collapses; damage |

**K Grade ELA**

**Unit 4 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that characters have similar experiences in different stories. (RL.K.9)
* Writers understand that using time-order words puts events in sequence. (W.K.3)
* Learners understand that different cultures share similar experiences. (SS.K.A.2.3)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment (Writing Test Grade)
 |
| **Performance-Based Assessment**Task: Write About a Day With My FriendChildren will pretend they are friends with the main character in either *I Love Saturdays y domingos or Apple Pie 4th of July.* They will draw, dictate, or write a simple narrative telling about a day they spend together.  |

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|  | **Lessons 1-8** | **Lessons 9-11** | **Lessons 12-13** |
| **Text** | *I Love Saturdays y domingos* | *Apple Pie 4th of July* | *I Love Saturdays y domingos And Apple Pie 4th of July* |
| **Foundational Skills Focus** | /h/ Spelled Hh (L1-5) | /l/ Spelled Ll (L6-10) | Initial Consonant Blends with *l* (L11-13) |
| **High Frequency Words** | are; that; do | are; that; do | one; two; three; four; five |
| **Reading Instructional Focus** | (L1) Compare & Contrast Character Experiences(L2) Use words to Understand a Story(L3) Retell Key Details of a Story(L4) Relate Pictures & Words in a Story(L5) Use Words to Understand a Story(L6) Describe Characters(L7) Understand New Words in a Story(L8) Identify Details About Events | (L9) Use words to Understand a Story(L10) Identify Details About Characters(L11) Identify Details About Events | (L12) Compare & Contrast Stories(L13) Ask & Answer Questions About Key Details |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Independence; (L7-8) StaminaStrategy- (L1, 8) Comprehension; (L2, 6) Fluency; (L3, 5) Vocabulary Knowledge; (L4) Critical Thinking; (L7) Decoding & Word Recognition | Process- (L9-11) Engagement & IdentityStrategy- (L9) Vocabulary Knowledge; (L10) Critical Thinking; (L11) Fluency | Process- (L12-13) IndependenceStrategy- (L12) Decoding & Word Recognition; (L13) Critical Thinking |
| **Writing Instruction Focus** | (L1) Write About Experiences(L2) Use Details to Retell a Story(L3) Use Sequence Words(L4) Describe an Event(L5) Tell How Characters React(L6) Revise Writing(L7) Retell a Story(L8) Revise to Add Details | (L9) Writing Process: Plan & Draft (L10-11) Writing Process: Revise | (L12) Writing Process: Publish(L13) Identify Similarities & Differences |
| **Independent Writing**  | (L1) Compare & Contrast Experiences(L2) Retell a Story(L3) Retell Events Using Sequence Words(L4) Tell About an Event(L5) Describe a Character’s Reaction(L6, 8) Add Details to Writing(L7) Retell Activities | (L9) Plan to Write a Story(L10) Add a Reaction(L11) Add an Event | (L12) Present a Story(L13) Compare & Contrast Characters |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Sentences(L3-5) Nouns(L8) Verbs  | (L9-10) Verbs(L11) Spelling | (L12) Print Sentences(L13) Capitalize a pronoun |
| **Benchmark Vocabulary** | (L1) nibbling(L2) sweetheart; darling(L3) spongy; honey(L4) owls; collection; circus(L5) aquarium; seashore; pier; soars(L6) trail; proud(L7) dollhouse(L8) cousins; traditional | (L9) fireworks; customers(L10) sample; few; straighten; videos(L11) rooftop; crowd; show | (L12) aquarium; traditional; fireworks; customers(L13) collection; spongy; straighten; few |

**K Grade ELA**

**Unit 4 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that informational texts may have a variety of text features. (RI.K.5)
* Writers understand that informational texts provide facts and details that give readers an understanding of a topic. (W.K.2)
* Learners understand that learning about different traditions helps us better understand others. (SS.K.A.2.2 - SS.K.A.2.3)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 4 Foundational Check Progress (TE p. FS26-FS29) \*Score out of 17\*
* Unit 4 Assessment
* Running Records: Letters, Sounds, High-Frequency Words
* Performance-Based Assessment (Writing Test Grade)
* End of Unit 4 Assessment Writing Portion - District Prompt
 |
| **Performance-Based Assessment**Task: Write Questions and AnswersChildren will think of two questions about the selections they read. They will use evidence from the texts to answer the questions.  |

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|  | **Lessons 1-6** | **Lessons 7-10** | **Lesson 11-12** |
| **Text** | *Making Music* | *Clothes in Many Cultures* | *Making Music* and *Clothes in Many Cultures* |
| **Foundational Skills Focus** | /g/ Spelled Gg (L1-5) | /e/ Spelled Ee (L6-10) | /e/ Spelled Ee (L11-12) |
| **High Frequency Words** | one; two; three; four; five | here; go; from | here; go; from |
| **Reading Instructional Focus** | (L1) Identify the Main Topic & Key Details(L2) Use Words to Understand a Text(L3) Make Connections in a Text(L4) Use Key Details to Understand a Text(L5) Find Reasons That Support Points(L6) Relate Pictures & Words in a Text | (L7) Identify Main Topic & Key Details(L8) Recognize Text Features(L9) Use Key Details to Understand a Text(L10) Connect Events & Ideas in a Text | (L11) Use Phrases from Informational Texts(L12) Identify the Authors’ Reasons |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) IndependenceStrategy- (L1-3) Decoding & Word Recognition; (L4) Fluency; (L5) Vocabulary Knowledge; (L6) Critical Thinking | Process- (L7-9) Stamina; (L10) Engagement & IdentityStrategy- (L7) Decoding & Word Recognition; (L8) Comprehension; (L9) Critical Thinking; (L10) Fluency | Process- (L11) Engagement & Identity; (L12) IndependenceStrategy- (L11) Vocabulary Knowledge; (L12) Decoding & Word Recognition |
| **Writing Instruction Focus** | (L1) Name a Topic(L2) Tell a Fact About a Topic(L3) Write a Question(L4) Write an Answer(L5) Name a Topic(L6) Tell Information About a Topic | (L7) Name a Topic(L8) Research a Topic(L9) Tell Information(L10)Add Information to Writing | (L11) Compare & Contrast Two Books(L12) Identify Facts |
| **Independent Writing**  | (L1) Choose a Topic(L2) Write a Fact(L3) Think of Questions About a Text(L4) Find Answers to Questions(L5) List Topics(L6) Write Facts | (L7) List Topic(L8) Use Sources(L9) Write Facts & Details(L10) Make Revisions | (L11) Write What is Alike & Different(L12) Write Facts |
| **Conventions** | (L1, 6) Spelling(L2) Print Sentences(L3, 4) Produce Complete Sentences(L5) Expand Sentences | (L7) Print Sentences(L8) Capitalize(L9-10) End Punctuation | (L11) Spelling(L12) Print Short Sentences |
| **Benchmark Vocabulary** | (L1) drumsticks; rattles(L2) important; instrument(L3) world; bells(L4) note; memory(L5) stomp; hum(L6) strips; wrap; decorate;  | (L7) powwows(L8) parkas; sarongs(L9) business suits; sturdy(L10) brides; grooms; kilts | (L11) drumsticks; parkas; sarongs(L12) hum; sturdy |

**K Grade ELA**

**Unit 5 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that literary texts can have different structures. (RL.K.5)
* Writers understand that opinion writing expresses an author’s thoughts. (W.K.1)
* Learners understand that patterns exist both in literary texts and in the natural world. (SC.K.N.1.1 - SC.K.N.1.5)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment
 |
| **Performance-Based Assessment**Task: Write About my Favorite BookChildren will state an opinion about which story about plants they like better, *The Tiny Seed* or *Jack’s Garden.* |

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|  | **Lessons 1-7** | **Lessons 8-11** | **Lessons 12-13** |
| **Text** | *The Tiny Seed* | *Jack’s Garden* | *The Tiny Seed And Jack’s Garden* |
| **Foundational Skills Focus** | /j/ Spelled Jj /w/ Spelled Ww (L1-5) | /ks/ Spelled Xx (L6-10) | /u/ Spelled Uu (L11-13) |
| **High Frequency Words** | yellow; blue; green; have | yellow; blue; green; for | what; said; was |
| **Reading Instructional Focus** | (L1) Recognize Common Types of Texts(L2) Relate Words & Pictures in a Story(L3) Identify the Major Events in a Story(L4-5) Use Words to Understand a Text(L6) Use Key Details to Understand a Text(L7) Use Words To Understand a Text | (L8) Recognize Types of Texts(L9) Identify Author & Illustrator Roles(L10) Identify Details About Events(L11) Use words to Understand a Story | (L12) Compare & Contrast Stories(L13) Retell Stories Using Key Details |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) IndependenceStrategy- (l1-3) Comprehension; (L4) Fluency; (L5, 7)Decoding & Word Recognition; (L6) Critical Thinking | Process- (L8-9) Independence; (L10-11) StaminaStrategy- (L8-9) Critical Thinking; (L10) Vocabulary Knowledge; (L11) Fluency | Process- (L12-13) Engagement & IdentityStrategy- (L12) Comprehension; (L13) Vocabulary Knowledge |
| **Writing Instruction Focus** | (L1)Tell About a Story(L2) Ask & Answer Questions(L3) Writing Process: Plan & Draft (L4) Writing Process: Revise & Edit(L5) Writing Process: Publish (L6) Tell an Opinion(L7) Support an Opinion | (L8) Research a Topic(L9) Tell About a Story(L10) Tell an Opinion(L11) Support an Opinion | (L12) Compare & Contrast Two Stories (L13) Tell About Elements of Story  |
| **Independent Writing**  | (L1-3, 6) Write an Opinion(L4) Revise & Edit a Sentence(L5) Present Your Writing(L7) Write a Reason | (L8) Write Facts & Details(L9) Provide Details & Reasons(L10)Write the First Two Steps(L11) Add Details & Reasons | (L12) Tell What is Alike & Different(L13) Write & Support an Opinion |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Sentences(L3-4) Use Question Words(L5) Capitalize the Pronoun | (L8-11) Produce Sentences | (L12) Spelling(L13) Print Sentences |
| **Benchmark Vocabulary** | (L1) tiny; sails(L2) strong; rays(L3) drifts; pushes(L4) settle(L5) burst(L6) far(L7) near; shakes; | (L8) garden(L9) planted(L10) blossomed(L11) sipped; chased | (L12) strong; drifts; planted; blossomed(L13) settle; burst; sipped; chased |

**K Grade ELA**

**Unit 5 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that texts contain a main idea and details that support it. (RI.K.2)
* Writers understand that informational texts are about topics that have been developed through research and observation. (W.K.2)
* Learners understand that there are different kinds of patterns in nature. (SC.K.N.1.1 - SC.K.N.1.5)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 5 Foundational Check Progress (TE p. FS26-FS29) \*Score out of 17\*
* Unit 5 Assessment
* Performance-Based Assessment (Writing Test Grade)
 |
| **Performance-Based Assessment**Task: Create a Did You Know Book?Children will look at the patterns in nature using the selections *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* along with additional sources found during shared research. Children will then write their own Did You Know? Books about patterns in nature that include information learned from their research.  |

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|  | **Lessons 1-7** | **Lessons 8-10** | **Lesson 11-12** |
| **Text** | *Plant Patterns* | *Swirl by Swirl: Spirals in Nature* | *Plant Patterns* and *Swirl by Swirl: Spirals in Nature* |
| **Foundational Skills Focus** | /u/ Spelled Uu (L1-5) | /v/ Spelled Vv/z/ Spelled Zz (L6-10) | /y/ Spelled Yy/kw/ Spelled Qq (L11-12) |
| **High Frequency Words** | what; said; was; am | where; is; come; was | come; we; where; she |
| **Reading Instructional Focus** | (L1) Identify Main Topic & Key Details(L2) Connect Pieces of Information in a Text(L3) Use Words to Understand a Text(L4) Relate Words & Pictures in a Text(L5) Ask & Answer Questions to Find Word Meaning(L6) Ask & Answer Questions About Key Details(L7) Use Text Parts to Find Information | (L8) Identify Main Topic & Key Details(L9) Relate Pictures & Words in a Text(L10) Use Words to Understand a Text | (L11) Compare & Contrast Texts(L12) Use Words to Understand a Text |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) IndependenceStrategy- (L1, 6) Comprehension; (L2) Fluency; (L3-4) Vocabulary Knowledge; (L5) Critical Thinking; (L7) Decoding & Word Recognition | Process- (L8-9) Independence; (L10) StaminaStrategy- (L8) Decoding & Word Recognition; (L9) Critical Thinking; (L10) Fluency | Process- (L11) Stamina; (L12) Engagement & IdentityStrategy- (L11) Comprehension; (L12) Vocabulary Knowledge |
| **Writing Instruction Focus** | (L1) Ask & Answer Questions About Facts(L2) Name a Topic(L3) Tell Information(L4) Revise to Add a Fact or Detail(L5) Add Illustrations(L6) List Information(L7) FInd Information About a Topic | (L8) Research Information(L9) Name a Topic & Tell a Fact (L10) Tell Information | (L11) Tell What is Alike & Different(L12) Describe a Pattern |
| **Independent Writing**  | (L1) Write Questions & Answers Using Facts(L2) Write a Topic(L3) Write Facts & Details(L4) Use a Peer Review(L5) Add Details to Illustrations(L6) Write Facts in a List(L7) Research a Topic | (L8) Use Sources(L9) Write About a Topic(L10) Write Details | (L11) Compare & Contrast Two Books(L12) Write About a Pattern |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Sentences(L3-5) Nouns for More Than One | (L8-10) Verbs | (L11) Spelling(L12) Print Sentences |
| **Benchmark Vocabulary** | (L1) pattern; repeated(L2) trimmed; form(L3) single(L4) circles; stalk(L5) scatter; petals; center(L6) drought; scroll; fiddle; alternate(L7) tropical; hollow | (L8) spiral; swirl(L9) coiled; curves(L10) winds; clever; stretches | (L11) pattern; stalk; swirl; curves(L12) scatter; fiddle; winds; stretches |

**K Grade ELA**

**Unit 6 Understanding Communities**

**Module A (Approximately 14 days)**

Enduring Understandings:

* Readers understand that literary and informational texts can explore similar topics. (RL.K.1, RI.K.1)
* Writers understand that it is important to support an opinion they express. (W.K.1)
* Learners understand that people participate in their communities in a variety of ways. (SS.K.E.1.1)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Performance-Based Assessment
 |
| **Performance-Based Assessment**Task: Write A Book ReviewChildren will state and support an opinion about which selection they like better, *On the Town: A Community Adventure* or *Places in My Neighborhood*. |

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|  | **Lessons 1-7** | **Lessons 8-11** | **Lessons 12-13** |
| **Text** | *On the Town: A Community Adventure* | *Places in My Neighborhood* | *On the Town: A Community Adventure And Places in My Neighborhood* |
| **Foundational Skills Focus** | /a/ Spelled a\_e (L1-5) | /e/ Spelled ee, ea (L6-10) | /i/ Spelled i\_e (L11-13) |
| **High Frequency Words** | do; little; with; what | where; go; that; come | was; like; the; from |
| **Reading Instructional Focus** | (L1) Identify Major Events in a Story(L2) Identify Details About Characters(L3) Identify Details About the Setting(L4) Use Words to Understand a Story(L5) Ask Questions to Distinguish Meaning(L6) Use words to Understand Details(L7) Relate Pictures & Words in a Story | (L8) Discuss the Main Topic & Key Details of a Text(L9) Ask & Answer Questions About the Text(L10) Make Connections in a Text(L11) Find the Meaning of Unknown Words  | (L12) Compare & Contrast Two Books on the Same Topic(L13) Ask & Answer Questions About Key Details |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) IndependenceStrategy- (L1) Comprehension; (L2, 7) Critical Thinking; (L3) Decoding & Word Recognition; (L4-5) Vocabulary Knowledge; (L6) Fluency | Process- (L8-9) Independence; (L10-11) StaminaStrategy- (L8) Comprehension; (L9) Fluency; (L10) Vocabulary Knowledge; (L11) Critical Thinking | Process-(L12-13) Engagement & IdentityStrategy- (L12) Decoding & Word Recognition; (L13) Comprehension |
| **Writing Instruction Focus** | (L1) Tell About an Event(L2) Tell About a Character(L3) Tell About Settings(L4) Support an Opinion(L5) Add a Reason(L6) Begin a Book Review(L7)Finish a Book Review | (L8) State an Opinion(L9) Tell a Reason(L10) Tell Details of an Event(L11) Choose a Book Cover | (L12) Compare & Contrast (L13) State an Opinion  |
| **Independent Writing**  | (L1) Use Details About the Event(L2) Gather Character Details(L3) Gather Details to Write an Opinion About the Setting(L4) Add Supporting Details(L5) Review & Improve(L6) Use Details to Form an Opinion(L7) Use Details to Support an Opinion | (L8) Write an Opinion(L9) Support Your Opinion (L10) Add Details to Writing(L11) State Your Opinion | (L12) Choose Your Favorite(L13) Write an Opinion About Texts |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Short Sentences(L3) Produce Complete Sentences(L4-5) End Punctuation | (L8-9) Expand Sentences(L10) End Punctuation(L11) Spelling | (L12) Print Sentences(L13) Capitalize |
| **Benchmark Vocabulary** | (L1) explore(L2) speckled; notebook(L3) handsome(L4) genius; writing; bingo(L5) whiz; polishing(L6) sweetly(L7) listening; porch | (L8) apartment(L9) lined(L10) rush; strangers; bandage(L11) check out | (L12) explore; genius; lined; rush(L13) polishing; listening; strangers; bandage |

**K Grade ELA**

**Unit 6 Understanding Communities**

**Module B (Approximately 13 days)**

Enduring Understandings:

* Readers understand that asking questions before, during, and after reading helps them grasp the meaning of the text.(RL.K.1, RI.K.1)
* Writers understand that they can convey their own preferences through writing. (W.K.1)
* Learners understand that cities are made up of neighbors where people live, work, and have fun together. (SS.K.G.2.1)

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| **Assessment (Optional Quiz)*** *Reader’s & Writer’s Journals* to determine end-of-lesson mastery.
* Selection Test for ReadyGEN Modules
 |
| **Assessment (Required)*** Unit 6 Foundational Check Progress (TE p. FS26-FS29) \*Score out of 17\*
* Unit 6 Assessment
* Running Records: Letters, Sounds, High-Frequency Words (Three Test Grades)
* Performance-Based Assessment (Writing Test Grade)
 |
| **Performance-Based Assessment**Task: Create a Travel BrochureUsing information from the anchor and supporting texts and their own words and pictures, children will create a travel brochure that convinces people to visit a big city.  |

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|  | **Lessons 1-7** | **Lessons 8-10** | **Lesson 11-12** |
| **Text** | *Neighborhood Walk: City* | *While I am Sleeping* | *Neighborhood Walk: City* and *While I am Sleeping* |
| **Foundational Skills Focus** | /o/ Spelled o\_e (L1-5) | /u/ Spelled u\_e (L6-10) | Short & Long Vowel Patterns (L11-12) |
| **High Frequency Words** | of; my; yellow; we | blue; they; have; for | three; said; look; you |
| **Reading Instructional Focus** | (L1) Identify the Main Topic & Key Details in a Text(L2, 7) Make Connections in a Text(L3) Find New Meanings for Familiar Words(L4) Use Key Details to Understand a Text (L5) Relate Pictures & Words in a Text(L6) Ask & Answer Questions About Words | (L8) Identify Characters in a Story(L9) Use Words to Understand a Text(L10)Identify Details About a Setting | (L11) Compare & Contrast Texts(L12) Use Key Details to Understand a Text |
| **Independent Reading Focus** | Process- (L1-3) Engagement & Identity; (L4-6) Stamina; (L7) IndependenceStrategy- (L1, 5) Comprehension; (L3) Fluency; (L6) Vocabulary Knowledge; (L7)Critical Thinking; (L2, 4) Decoding & Word Recognition | Process- (L8-9) Independence; (L10) StaminaStrategy- (L8) Comprehension; (L9) Critical Thinking; (L10) Fluency | Process- (L11) Stamina; (L12) Engagement & IdentityStrategy- (L11-12) Decoding & Word Recognition |
| **Writing Instruction Focus** | (L1) Use Facts(L2) Offer an Opinion (L3) Provide Support(L4) State an Opinion(L5) Writing Process: Plan(L6-7) Writing Process: Draft | (L8) Word Choice(L9) Writing Process: Revise & Edit(L10) Writing Process: Publish | (L11) Tell an Opinion(L12) Give Reasons |
| **Independent Writing**  | (L1) Use Facts to Support an Opinion(L2) Write Your Opinion About the Text(L3) State & Support an Opinion(L4) Gather Information to Form an Opinion(L5) Plan a Travel Brochure(L6-7) Draft a Travel Brochure | (L8) List & Use Opinion Words(L9) Revise & Edit a Travel Brochure(L10)Present Your Writing | (L11) Form & Support an Opinion(L12) State & Support a Preference |
| **Conventions** | (L1, 6) Spelling(L2, 7) Print Sentences(L3-4) Plural Nouns(L5) Nouns and Verbs | (L8-10) Expand Sentences | (L11-12) Prepositional Phrases |
| **Benchmark Vocabulary** | (L1) metropolitan(L2) thousands; millions; crowded(L3) repair; workers(L4) products; grouped(L5) borrow; offer(L6) leaders; fancy (L7) collect | (L8) scrubs; flames; rush; bright(L9) pumps; doze; sirens(L10) packets; diner; snoozing; snoring | (L11) metropolitan; repair; bright(L12) borrow; offer; rush |