

Kindergarten English Language Arts (2026)

ELA Learning Standards Anchor Standards	Components of Literacy Illinois Comprehensive Literacy Plan
Strands Reading: text complexity and the growth of comprehension • Literature • Informational Text • Foundational Skills Writing: text types, responding to reading, and research Speaking and Listening: flexible communication and collaboration Language: conventions, effective use, and vocabulary	Oracy: the skill of effective spoken communication Phonological Awareness: the ability to recognize and manipulate spoken parts of words Word Recognition: the efficient, accurate identification and understanding of words Fluency: the ability to read text accurately, swiftly, and with proper expression Vocabulary: the words used for both oral and written communication Reading Comprehension: understanding and interpreting text Writing: a fundamental literacy skill involving the coherent expression of thoughts and ideas in print

READING	Unit 1 <u>The Classroom Community</u>	Unit 2 <u>Focus on Making Connections</u> <i>Fiction and Poetry</i>	Unit 3 <u>Focus on Retelling</u> <i>Fiction and Poetry</i>	Unit 4 <u>Focus on Visualizing</u> <i>Poetry and Fiction</i>	Unit 5 <u>Focus on Wondering</u> <i>Fiction and Poetry</i>	Unit 6 <u>Focus on Making Connections</u> <i>Nonfiction and Poetry</i>	Unit 7 <u>Focus on Wondering</u> <i>Nonfiction, Poetry, and Fiction</i>	Unit 8 <u>Focus on Using Text Features</u> <i>Nonfiction and Poetry</i>
WRITING	Unit 1 <u>The Classroom Community</u>	Unit 2 <u>Getting Ideas</u>	Unit 3 <u>Telling More</u>	Unit 4 <u>Nonfiction</u>	Unit 5 <u>Poetry</u>	Unit 6 <u>Opinion Writing</u>		
FOUNDATIONAL SKILLS								

BEING A READER

Learning Standards

UNIT 1: The Classroom Community

RF.K.1.a: Follow words from left to right, top to bottom, and page by page.

RF.K.1.b: Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.d: Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2.a: Recognize and produce rhyming words.

RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.

RF.K.3.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.

RF.K.4: Read emergent-reader texts with purpose and understanding.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.10: Actively engage in group reading activities with purpose and understanding.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.4: Ask and answer questions about unknown words in a text.

RL.K.5: Recognize common types of texts.

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

RL.K.10: Actively engage in group reading activities with

WEEK 1

Students will:

- Listen to and discuss a story
- Sing the alphabet song
- Learn and sing songs with hand motions
- Identify rhyming words
- Learn the purposes of independent work
- Learn the purposes and procedures for independent reading
- Build stamina for reading independently
- Develop independent work habits
- Learn classroom procedures
- Listen carefully
- Take responsibility for learning and behavior
- Work and participate responsibly

WEEK 2

Students will:

- Listen to and discuss a story
- Learn and practice reading names
- Practice reading the letters of the alphabet
- Review and build the alphabet
- Learn a poem
- Identify and discuss rhyming words
- Learn the purposes and procedures for independent word work
- Build stamina for reading independently
- Develop and discuss independent work habits
- Take responsibility for learning and behavior
- Listen carefully

purpose and understanding. L.K.1.d: Understand and use question words (interrogatives). L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	● Participate responsibly
	WEEK 3:
	Students will: ● Learn and sing a song ● Make text-to-self connections ● Learn and practice choral reading ● Discuss return sweep ● Count words in a line ● Identify and discuss rhyming words ● Learn and identify the high-frequency words <i>the, and, and is</i> ● Use classmates' names in a poem ● Learn the purposes and procedures for independent writing ● Discuss and choose writing ideas ● Build stamina for reading and writing independently ● Develop independent work habits ● Learn "Turn to Your Partner" ● Take turns talking and listening ● Listen carefully ● Participate responsibly
	WEEK 4: Students will: ● Listen to and discuss a story ● Discuss the roles of the author and illustrator ● Make text-to-self connections ● Chorally read a story ● Discuss a character's feelings ● Learn and identify the high-frequency words <i>I, see, a, you, and me</i> ● Learn and sing part of a song with hand motions ● Identify rhyming words ● Choose books for toolboxes

- Build stamina for working independently
- Write to share information
- Explore new word work materials
- Review independent work habits
- Take turns talking and listening responsibly
- Listen carefully

WEEK 5:

Students will:

- Learn, sing, and chorally read a song
- Learn signs for words in the song
- Review return sweep
- Learn and say a poem
- Sort the names of pictures by beginning sound
- Learn and identify the high-frequency words *we* and *are*
- Review high-frequency words
- Learn and practice procedures for working in and rotating through the three work areas
- Build stamina for working independently
- Develop independent work habits
- Share thinking
- Participate responsibly
- Listen carefully
- Take turns talking and listening

WEEK 6

Students will:

- Listen to and discuss a nonfiction book
- Make text-to-self connections
- Chorally read a book
- Learn and identify the high-frequency word *can*
- Review high-frequency words
- Revisit a familiar song and poems

	• Sort the names of pictures by beginning sound • Rotate to all three work areas • Use all of the work habits • Build stamina for working independently • Listen carefully and respectfully • Participate responsibly
Learning Standards	UNIT 2: Focus on Making Connections <i>Fiction and Poetry</i>
RF.K.1.a: Follow words from left to right, top to bottom, and page by page. RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.4: Read emergent-reader texts with purpose and understanding. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts. RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10: Actively engage in group reading activities with purpose and understanding. L.K.1.a: Print many upper- and lowercase letters. L.K.1.b: Use frequently occurring nouns and verbs. L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.4.b: Use the most frequently occurring inflections and affixes	WEEK 1 Students will: • Listen to and discuss a story and a poem • Make text-to-self connections • Discuss the story's message • Echo read and chorally read a poem • Replace missing words from the poem • Learn and use the words <i>snatch</i>, <i>furious</i>, <i>comfort</i>, and <i>welcome</i> • Discuss the inflectional ending <i>-ed</i> • Participate in partner work and class discussions • Listen carefully • Take turns talking and listening • Participate responsibly WEEK 2 Students will: • Listen to and discuss stories • Learn procedures for Individualized Daily Reading (IDR) and read independently • Explore a story's illustrations • Make text-to-self connections • Draw and write about text-to-self connections • Echo read and chorally read the story and review return sweep • Sort the names of pictures by beginning sound

as a clue to the meaning of an unknown word. L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.c: Identify real-life connections between words and their use. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Learn and use the words <i>greet, excited, lonely, and invite</i> • Discuss the inflectional ending -s • Listen carefully • Take turns talking and listening • Participate responsibly
Learning Standards	WEEK 3
	Students will: • Listen to and discuss a story • Make text-to-self connections • Sing and chorally read a familiar song • Chorally read the poems in poetry readers • Learn and practice the procedure for using the pointer • Read independently • Learn and use the words <i>champion, sneak, imitate, and persistent</i> • Review the inflectional ending -s • Discuss synonyms • Participate in partner work and class discussions • Take turns talking and listening • Participate responsibly
	UNIT 3: Focus on Retelling <i>Fiction and Poetry</i>
RF.K.1.a: Follow words from left to right, top to bottom, and page by page. RF.K.1.c: Understand that words are separated by spaces in print. RF.K.2.a: Recognize and produce rhyming words. RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.3.d: Distinguish between similarly spelled words by	WEEK 1
	Students will: • Listen to and discuss a story • Make text-to-self connections • Retell part of the story • Draw and write about text-to-self connections • Echo read and chorally read the story • Clap on and count syllables in words

identifying the sounds of the letters that differ. RF.K.4: Read emergent-reader texts with purpose and understanding. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear. RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts. RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10: Actively engage in group reading activities with purpose and understanding. L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.e: Use the most frequently occurring prepositions L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.c: Identify real-life connections between words and their use. L.K.5.d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion.	• Sort picture cards by number of syllables • Learn the purpose of and procedure for conferring about books • Read independently • Learn and use the words <i>enjoy</i>, <i>energetic</i>, <i>search</i>, and <i>heartbroken</i> • Discuss the inflectional ending <i>-es</i> • Discuss shades of meaning • Speak loudly and clearly • Share partners' thinking • Work and participate responsibly WEEK 2 Students will: • Listen to and discuss stories • Retell a story and make text-to-self connections • Echo and chorally read stories • Discuss the pattern in a story and identify rhyming words • Explore spaces and words in sentences • Rebuild a sentence from a story • Read independently and retell • Learn and use the words <i>whirl</i>, <i>scramble</i>, <i>determined</i>, and <i>proud</i> • Discuss the inflectional ending <i>-ing</i> • Speak loudly and clearly • Share partners' thinking • Listen carefully • Participate responsibly WEEK 3 Students will: • Listen to and discuss a story and a poem • Retell a story and make text-to-self connections • Echo read and chorally read a poem • Identify rhyming words and act out lines in a poem
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SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	• Read independently and retell • Learn and use the words <i>companion, wade, patient, and sleepless</i> • Review synonyms • Discuss the suffix <i>-less</i> • Participate in partner work and class discussions • Share partners’ thinking • Participate responsibly
Learning Standards	UNIT 4: Focus on Visualizing <i>Poetry and Fiction</i>
RF.K.1.a: Follow words from left to right, top to bottom, and page by page. RF.K.1.c: Understand that words are separated by spaces in print. RF.K.2.a: Recognize and produce rhyming words. RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.4: Read emergent-reader texts with purpose and understanding. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10: Actively engage in group reading activities with purpose and understanding. L.K.1.a: Print many upper- and lowercase letters. L.K.1.b: Use frequently occurring nouns and verbs.	WEEK 1
	Students will: • Listen to and visualize a poem • Draw and share mental images • Make text-to-self connections • Listen to and discuss story • Echo read a story with attention to punctuation • Explore spaces, words, punctuation, and capitalization in a sentence • Rebuild a sentence from the story • Learn a procedure for and practice self-monitoring • Read independently and self-monitor • Learn and use the words <i>soar, tangled, snooze, and drowsy</i> • Review synonyms • Learn “Think, Pair, Share” • Take turns talking and listening • Act considerately toward others • Speak loudly and clearly • Participate responsibly • Share partners’ thinking
	WEEK 2

L.K.1.e: Use the most frequently occurring prepositions L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.c: Identify real-life connections between words and their use. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	Students will: • Listen to and visualize a poem • Identify words that support visualizations • Listen to and discuss a story • Explore the story’s illustrations • Echo read part of the story and discuss characters’ feelings • Discuss typography • Read independently and visualize • Learn and use the words <i>evening</i>, <i>noiseless</i>, <i>grasp</i>, and <i>observe</i> • Discuss the suffix <i>-less</i> • Take turns talking and listening • Speak loudly and clearly • Participate responsibly
	WEEK 3
	Students will: • Listen to, discuss, and visualize poems • Draw and share mental images • Make text-to-self connections • Echo read a poem and use hand motions for the poem • Identify rhyming words • Chorally read familiar poems • Read independently and visualize • Learn and use the words <i>unpleasant</i>, <i>pleasant</i>, <i>crowded</i>, and <i>uncrowded</i> • Draw and write about vocabulary words • Discuss the prefix <i>un-</i> • Discuss antonyms • Take turns talking and listening • Act considerately toward others • Share partners’ thinking • Participate responsibly
Learning Standards	UNIT 5: Focus on Wondering

	<i>Fiction and Poetry</i>
RF.K.1.a: Follow words from left to right, top to bottom, and page by page. RF.K.2.a: Recognize and produce rhyming words. RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read emergent-reader texts with purpose and understanding. RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.1: With prompting and support, ask and answer questions about key details in a text. RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts. RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.10: Actively engage in group reading activities with purpose and understanding. L.K.1.a: Print many upper- and lowercase letters. L.K.1.b: Use frequently occurring nouns and verbs. L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	WEEK 1
	Students will: • Listen to and discuss a story and a poem • Wonder about the story and discuss a characters' feelings • Discuss the story's message, and make text-to-self connections • Listen to, discuss, and echo read a poem, learn hand motions for the poem, and discuss alliteration • Clap on and count syllables • Sort the names of pictures by number of syllables • Read independently and wonder • Learn and use the words <i>peer</i>, <i>drenched</i>, <i>nuisance</i>, and <i>delighted</i> • Review shades of meaning • Review synonyms • Share ideas with one another • Work and participate responsibly
	WEEK 2
	Students will: • Listen to and discuss stories • Wonder about and retell part of a story • Write about what was wondered • Make predictions • Echo read and chorally read with attention to punctuation • Act out a story • Read independently and wonder • Learn and use the words <i>assemble</i>, <i>contraption</i>, <i>participate</i>, and <i>startled</i> • Draw and write about vocabulary words • Share ideas with one another • Work responsibly in pairs • Participate responsibly

L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.c: Identify real-life connections between words and their use. L.K.5.d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	WEEK 3
	Students will: • Listen to and discuss a story and a poem • Wonder about the story • Read independently and wonder • Echo read and chorally read poems • Learn hand motions for the poem • Identify rhyming words • Learn and use the words <i>enormous</i>, <i>tiptoe</i>, <i>nibble</i>, and <i>twinkle</i> • Review the inflectional endings <i>-ed</i> and <i>-ing</i> • Share ideas with one another • Work responsibly in pairs • Participate responsibly
Learning Standards	UNIT 6: Focus on Making Connections <i>Nonfiction and Poetry</i>
RF.K.1.a: Follow words from left to right, top to bottom, and page by page. RF.K.1.b: Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.c: Understand that words are separated by spaces in print. RF.K.2.a: Recognize and produce rhyming words. RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. RF.K.4: Read emergent-reader texts with purpose and	WEEK 1
	Students will: • Listen to and discuss a story and a poem • Wonder about the story and discuss a characters' feelings • Discuss the story's message, and make text-to-self connections • Listen to, discuss, and echo read a poem, learn hand motions for the poem, and discuss alliteration • Clap on and count syllables

understanding. RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear. RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic. RI.K.10: Actively engage in group reading activities with purpose and understanding. RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts. SL.K.1.a: Follow agreed-upon rules for discussion. RL.K.10: Actively engage in group reading activities with purpose and understanding. L.K.1.b: Use frequently occurring nouns and verbs. L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.4.a: Identify new meanings for familiar words and apply them accurately L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.b: Demonstrate understanding of frequently occurring	• Sort the names of pictures by number of syllables • Read independently and wonder • Learn and use the words <i>peer</i>, <i>drenched</i>, <i>nuisance</i>, and <i>delighted</i> • Review shades of meaning • Review synonyms • Share ideas with one another • Work and participate responsibly
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	WEEK 3
	Students will: • Listen to and discuss a story and a poem • Wonder about the story • Read independently and wonder • Echo read and chorally read poems • Learn hand motions for the poem • Identify rhyming words • Learn and use the words <i>enormous</i>, <i>tiptoe</i>, <i>nibble</i>, and <i>twinkle</i>

verbs and adjectives by relating them to their opposites (antonyms). L.K.5.c: Identify real-life connections between words and their use. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Review the inflectional endings <i>-ed</i> and <i>-ing</i> • Share ideas with one another • Work responsibly in pairs • Participate responsibly <tr> <td colspan="2" data-bbox="858 298 1990 370">WEEK 4</td></tr> <tr> <td colspan="2" data-bbox="858 370 1990 984"> Students will: • Listen to and discuss nonfiction books • Make text-to-self connections • Identify what is learned about a topic • Discuss the connection between two ideas in a book • Echo read and chorally read with attention to punctuation • Sort the names of pictures by ending sound • Read independently and make text-to-self connections • Learn and use the words <i>flash</i>, <i>courageous</i>, <i>communicate</i>, and <i>assist</i> • Review the inflectional ending <i>-es</i> • Review synonyms • Give full attention to people who are speaking • Share partners' thinking • Participate responsibly </td></tr>	WEEK 4		Students will: • Listen to and discuss nonfiction books • Make text-to-self connections • Identify what is learned about a topic • Discuss the connection between two ideas in a book • Echo read and chorally read with attention to punctuation • Sort the names of pictures by ending sound • Read independently and make text-to-self connections • Learn and use the words <i>flash</i>, <i>courageous</i>, <i>communicate</i>, and <i>assist</i> • Review the inflectional ending <i>-es</i> • Review synonyms • Give full attention to people who are speaking • Share partners' thinking • Participate responsibly	
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Learning Standards					
UNIT 7: Focus on Wondering <i>Nonfiction, Poetry, and Fiction</i>					
WEEK 1					
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.4: Ask and answer questions about unknown words in a text. L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/. L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.4.a: Identify new meanings for familiar words and apply					
Students will: • Listen to and discuss nonfiction books and a poem • Wonder about the topic of the books and identify what is learned about a topic • Discuss the connection between two ideas in a book • Compare and contrast two nonfiction texts • Echo read, chorally read, and act out a poem • Discuss repetition and beat in a poem					

them accurately L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.c: Identify real-life connections between words and their use. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Chorally read familiar poems • Read independently and self-monitor and learn • Learn and use the words <i>rocky</i>, <i>fluffy</i>, <i>icy</i>, and <i>tasty</i> • Contribute different ideas • Share and explain thinking • Work and participate responsibly WEEK 2 Students will: • Listen to and discuss a nonfiction book and a fiction story • Wonder about the topic of a book and identify what is learned about a topic • Make and confirm predictions • Echo read and chorally read a story • Discuss the pattern in the story and identify and generate rhyming words • Read independently, wonder, and learn • Learn and use the words <i>newborn</i>, <i>wobble</i>, <i>join</i>, and <i>“blend in”</i> • Contribute different ideas • Take turns talking and listening • Share and explain thinking • Participate responsibly WEEK 3 Students will: • Listen to and discuss a nonfiction book and watch and discuss a video • Wonder about the topic of the book and the video and identify what is learned about a topic • Use text features • Compare and contrast the video and a nonfiction book • Echo read a story • Chorally read with attention to punctuation and discuss punctuation • Discuss the pattern in the story and make and confirm predictions • Rebuild part of the story
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	• Read independently, wonder, and learn • Learn and use the words <i>bond</i>, <i>predator</i>, <i>careful</i>, and <i>careless</i> • Draw and write about vocabulary words • Review synonyms and antonyms Student Progress Assessment Class Assessment Student Progress Assessment • Review the suffixes <i>-ful</i> and <i>-less</i> • Contribute different ideas • Repeat what classmates say • Reflect on partnerships • Work and participate responsibly
Learning Standards	UNIT 8: Focus on Using Text Features <i>Nonfiction and Poetry</i>
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.4: Ask and answer questions about unknown words in a text. L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.4.a: Identify new meanings for familiar words and apply them accurately L.K.4.b: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.c: Identify real-life connections between words and their use. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussion. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	WEEK 1
	Students will: • Listen to and discuss a nonfiction book and learn and sing a song • Use text features and identify what is learned about a topic • Make text-to-self connections • Echo read, discuss beat, and identify and match rhyming words in a poem • Chorally read familiar poems • Read independently, self-monitor, and use text features • Learn and use the words <i>warn</i>, <i>signal</i>, <i>haul</i>, and <i>mighty</i> • Review the inflectional endings <i>-s</i> and <i>-in</i> • Listen carefully • Speak clearly • Participate responsibly • Work responsibly in pairs
	WEEK 2
	Students will: • Listen to and discuss a nonfiction book and a poem

- Wonder about the topic of a book and use text features
- Identify, draw, and write about what is learned about a topic
- Echo read, chorally read, and act out the poem
- Chorally read familiar poems
- Read independently and learn
- Learn and use the words *overhead*, *visible*, *face*, and *rough*
- Review words with multiple meanings
- Review antonyms
- Share thinking
- Participate responsibly
- Work responsibly in pairs

WEEK 3

Students will:

- Listen to and discuss a nonfiction book and a nonfiction story
- Wonder about the topic of a book and identify what is learned about the topic
- Use text features
- Echo read and chorally read a nonfiction story
- Clap on and count syllables
- Sort names of pictures by number of syllables
- Read independently and wonder
- Learn and use the words *bright*, *sphere*, *creature*, and *survive*
- Listen respectfully
- Participate responsibly

WEEK 4

Students will:

- Listen to and discuss a nonfiction book
- Use text features and identify what is learned about a topic
- Make text-to-self connections
- Wonder about the topic of the book
- Echo read and chorally read familiar poems

- Discuss reading poems together and discuss favorite poems
- Read independently and revisit reading lives
- Draw and write about vocabulary words
- Learn and use the words *pointy*, *diet*, *playful*, and *active*
- Review the suffix *-ful*
- Contribute different ideas
- Take responsibility for learning and behavior
- Participate responsibly
- Work responsibly in pairs
- Share partners' thinking

WEEK 5

Students will:

- Listen to and discuss a story and revisit familiar books
- Make text-to-self connections and wonder about the story
- Discuss a character's feelings
- Chorally read familiar books
- Write a shared letter
- Reflect on contributions to the classroom community
- Read independently and revisit reading lives
- Learn and use the words *unselfish*, *selfish*, *scrumptious*, and *blue*
- Review the prefix *un-* and antonyms
- Review synonyms
- Review words with multiple meanings
- Reflect on behavior
- Work responsibly in pairs
- Share partners' thinking
- Participate responsibly

BEING A WRITER

Learning Standards

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.

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

L.K.1.b: Use frequently occurring nouns and verbs.

L.K.1.d: Understand and use question words.

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

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

L.K.5.c: Identify real-life connections between words and their use.

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

SL.K.1.a: Follow agreed-upon rules for discussions.

SL.K.1.b: Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

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

UNIT 1: The Classroom Community

WEEK 1

Students will:

- Listen to and discuss a story
- Draw and write about things the students can do
- Share writing with the class
- Draw and write freely
- Build the classroom community
- Learn and practice classroom procedures
- Work responsibly
- Speak loudly and clearly
- Listen respectfully

WEEK 2

Students will:

- Listen to and discuss a story
- Visualize, draw, and write about what the students like to do in kindergarten
- Share writing with the class
- Draw and write freely
- Follow classroom procedures
- Listen respectfully
- Work responsibly
- Speak loudly and clearly

WEEK 3:

Students will:

- Listen to and discuss a story
- Share story ideas in pairs

	● Draw and write about what the students like to do ● Share writing with the class ● Draw and write freely ● Learn and use “Turn to Your Partner” ● Learn and practice classroom procedures ● Work responsibly ● Speak loudly and clearly ● Listen respectfully
	WEEK 4:
	Students will: ● Listen to and discuss a story ● Share story ideas in pairs ● Draw and write about a good day ● Share writing in pairs ● Draw and write freely ● Take turns talking and listening ● Work responsibly ● Speak loudly and clearly ● Listen respectfully
Learning Standards	UNIT 2: Getting Ideas
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7: Participate in shared research and writing projects. W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1.a: Print many upper- and lowercase letters.	WEEK 1
	Students will: ● Listen to and discuss a nonfiction book ● Revisit a familiar nonfiction book ● Find signs that label objects in the classroom ● Suggest signs for and attach signs to additional classroom objects ● Explore spelling-sound correspondences ● Visualize and share story ideas in pairs ● Draw and write about a place ● Use words or letters to label objects in drawings

L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/. L.K.1.d: Understand and use question words. L.K.1.e: Use the most frequently occurring prepositions. L.K.1.f: Produce and expand complete sentences in shared language activities. L.K.2.c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.5.a: Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussions. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	● Share writing in pairs ● Draw and write freely ● Listen respectfully ● Take turns talking and listening ● Speak clearly ● Listen carefully WEEK 2 Students will: ● Listen to and discuss a story ● Contribute ideas to a list of objects that are red ● Contribute to a shared story about a color ● Explore spelling-sound correspondences ● Identify and discuss nouns ● Share story ideas in pairs ● Draw and write about a color ● Use words or letters to label objects in drawings ● Share writing in pairs ● Draw and write freely ● Learn and use “Think, Pair, Share” ● Take turns talking and listening ● Listen carefully ● Express interest in and appreciation for one another’s writing WEEK 3 Students will: ● Listen to and discuss a story ● Contribute ideas to a list of objects that are round ● Explore spelling-sound correspondences ● Identify and discuss nouns ● Contribute to a shared story about a shape ● Share story ideas in pairs ● Draw and write about a shape
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- Use words or letters to label objects in drawings
- Share writing in pairs
- Draw and write freely
- Listen carefully
- Work responsibly in pairs
- Express interest in and appreciation for one another's writing

WEEK 4

Students will:

- Listen to and discuss poems
- Contribute ideas to a list of things the students love about themselves
- Explore spelling-sound correspondences
- Practice writing words
- Write from left to right
- Share story ideas in pairs
- Draw and write about what the students love about themselves
- Share writing in pairs
- Draw and write freely
- Take turns talking and listening
- Handle materials responsibly
- Express interest in and appreciation for one another's writing

WEEK 5

Students will:

- Listen to and discuss a story
- Learn a procedure for referring to high-frequency word cards
- Practice writing "I like" sentences
- Write from left to right, leave spaces between words, and capitalize the pronoun I
- Refer to high-frequency word cards
- Explore spelling-sound correspondences
- Contribute to a shared story
- Share story ideas in pairs
- Draw and write about things the students like

- Share writing in pairs
- Draw and write freely
- Treat one another as friends
- Take turns talking and listening

WEEK 6

Students will:

- Listen to and discuss a story
- Practice writing “I see” sentences
- Write from left to right, leave spaces between words, and capitalize the pronoun I
- Refer to high-frequency word cards
- Explore spelling-sound correspondences
- Identify and discuss describing words (adjectives)
- Contribute to a shared story
- Tell stories orally
- Draw and write about something in the classroom
- Share writing in pairs
- Draw and write freely
- Share partners’ thinking with the class
- Take turns talking and listening
- Treat one another as friends

WEEK 7

Students will:

- Listen to and discuss a story
- Visualize favorite foods and practice writing “I love to eat” sentences
- Write from left to right, leave spaces between words, and capitalize the pronoun I
- Refer to high-frequency word cards
- Explore spelling-sound correspondences
- Contribute to a shared story
- Tell stories orally
- Draw and write stories about foods
- Make strategic spelling choices

- Share writing in pairs and with the class
- Draw and write freely
- Work responsibly in pairs
- Treat one another as friends
- Share partners' thinking with the class

WEEK 8

Students will:

- Listen to and discuss a story
- Practice writing sentences about friends
- Refer to high-frequency word cards
- Explore spelling-sound correspondences
- Capitalize names of specific people
- Identify and discuss verbs
- Contribute to a shared story about a friend
- Tell stories orally
- Draw and write stories about friends
- Make strategic spelling choices
- Share writing with the class
- Draw and write freely
- Share partners' thinking with the class
- Treat one another as friends
- Express interest in and appreciation for one another's writing

WEEK 9

Students will:

- Listen to and discuss a nonfiction book
- Visualize animals and practice writing sentences
- Explore spelling-sound correspondences
- Contribute to a shared story about an animal
- Refer to high-frequency word cards
- Identify and discuss verbs
- Tell stories orally

	• Draw and write stories about animals • Make strategic spelling choices • Share writing with the class • Draw and write freely • Work responsibly in pairs • Express interest in and appreciation for one another's writing
	WEEK 10
	Students will: • Listen to and discuss a nonfiction book • Practice writing sentences about feelings • Refer to high-frequency word cards • Explore spelling-sound correspondences • Capitalize the pronoun I • Contribute to a shared story about a feeling • Tell stories orally • Draw and write stories about feelings • Make strategic spelling choices • Share writing with the class • Draw and write freely • Treat one another as friends • Work responsibly • Express interest in and appreciation for one another's writing • Share partners' thinking with the class
Learning Standards	UNIT 3: Telling More
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	WEEK 1
	Students will: • Contribute to a shared story • Visualize and tell stories orally • Write and draw stories • Make strategic spelling choices

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

W.K.7: Participate in shared research and writing projects.

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

L.K.1.b: Use frequently occurring nouns and verbs.

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

L.K.1.e: Use the most frequently occurring prepositions.

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

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

L.K.2.b: Recognize and name end punctuation.

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

L.K.5.d: Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

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

SL.K.1.a: Follow agreed-upon rules for discussions.

SL.K.1.b: Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

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

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

- Refer to high-frequency word cards
- Add to a shared story
- Reread stories, add to drawings, and add details
- Capitalize the first letters in sentences and the pronoun I and use periods at the ends of sentences
- Share writing with the class
- Write and draw freely
- Share partners' thinking with the class
- Treat one another as friends
- Use the prompt "I found out . . ."

WEEK 2

Students will:

- Contribute to a shared story
- Discuss the inflectional endings -s and -es
- Visualize and tell stories orally
- Write and draw stories
- Refer to high-frequency word cards
- Add to a shared story
- Reread stories and add details
- Capitalize the first letters in sentences and the pronoun I and use periods at the ends of sentences
- Share writing in pairs and with the class
- Write and draw freely
- Treat one another as friends
- Share partners' thinking with the class
- Speak loudly and clearly
- Listen carefully
- Use the prompt "I want to know . . ."

WEEK 3

Students will:

- Listen to and discuss a story

	• Discuss how a professional author tells more • Discuss how illustrations tell more about a story • Discuss prepositions that show location • Contribute to a shared story • Write and draw stories about an after-school or weekend activity • Reread stories and add details • Capitalize the first letters in sentences and use periods at the ends of sentences • Share writing in pairs and from the Author's Chair • Write and draw freely • Work responsibly in pairs • Share partners' thinking with the class • Speak loudly and clearly • Use the prompts "I found out . . ." and "I want to know . . ."
	WEEK 4
	Students will: • Listen to and discuss a story • Discuss how a professional author tells more • Discuss how illustrations tell more about the story • Contribute to a shared story • Write and draw stories about being really angry • Reread stories and add details • Capitalize the first letters in sentences and use periods at the ends of sentences • Share writing in pairs and from the Author's Chair • Write and draw freely • Work responsibly in pairs • Share partners' thinking with the class Working responsibly • Use the prompts "I found out . . ." and "I want to know . . ."
Learning Standards	UNIT 4: Nonfiction
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about	WEEK 1
	Students will:

the topic. W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7: Participate in shared research and writing projects. W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/. L.K.1.d: Understand and use question words. L.K.1.e: Use the most frequently occurring prepositions. L.K.1.f: Produce and expand complete sentences in shared language activities. L.K.2.a: Capitalize the first word in a sentence and the pronoun I. L.K.2.b: Recognize and name end punctuation. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.K.1.a: Follow agreed-upon rules for discussions. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	• Listen to and discuss a nonfiction book • Compare fiction and nonfiction texts • Explore nonfiction books and share pictures from the books • Discuss ending punctuation • Discuss prepositions that show location • Discuss organizing information • Contribute to a shared list of facts about the classroom • Write and illustrate a page for a nonfiction class book about the classroom • Capitalize the first letters in sentences and use periods at the ends of sentences • Share writing in pairs and from the Author’s Chair • Write and draw freely • Reach agreement before making decisions • Take turns talking and listening • Use the prompts “I found out . . .” and “I want to know . . .” • Share partners’ thinking with the class <tr> <td colspan="2">WEEK 2</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> • Listen to and discuss a nonfiction book • Contribute to a list of questions about nurses and a list of interesting people in the school • Discuss ending punctuation • Ask a guest and a partner questions • Contribute to a shared nonfiction book about a guest • Write and illustrate a page for a nonfiction book about the student’s partner • Capitalize names of specific people, the first letters in sentences, and use punctuation at the ends of sentences • Share writing from the Author’s Chair • Act in caring ways • Use the prompts “I found out . . .” and “I want to know . . .” </td></tr> <tr> <td colspan="2">WEEK 3</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> • Listen to and discuss a nonfiction book </td></tr>	WEEK 2		Students will:		• Listen to and discuss a nonfiction book • Contribute to a list of questions about nurses and a list of interesting people in the school • Discuss ending punctuation • Ask a guest and a partner questions • Contribute to a shared nonfiction book about a guest • Write and illustrate a page for a nonfiction book about the student’s partner • Capitalize names of specific people, the first letters in sentences, and use punctuation at the ends of sentences • Share writing from the Author’s Chair • Act in caring ways • Use the prompts “I found out . . .” and “I want to know . . .”		WEEK 3		Students will:		• Listen to and discuss a nonfiction book	
WEEK 2													
Students will:													
• Listen to and discuss a nonfiction book • Contribute to a list of questions about nurses and a list of interesting people in the school • Discuss ending punctuation • Ask a guest and a partner questions • Contribute to a shared nonfiction book about a guest • Write and illustrate a page for a nonfiction book about the student’s partner • Capitalize names of specific people, the first letters in sentences, and use punctuation at the ends of sentences • Share writing from the Author’s Chair • Act in caring ways • Use the prompts “I found out . . .” and “I want to know . . .”													
WEEK 3													
Students will:													
• Listen to and discuss a nonfiction book													

	• Use a table of contents • Discuss the inflectional endings -s and -es • Contribute to a shared list of foods • Explore and observe grapes and raisins • Contribute to a shared list of observations about grapes and raisins • Write and illustrate a page about grapes and a page about raisins for a nonfiction book • Capitalize the first letters in sentences and use punctuation at the ends of sentences • Share writing in pairs • Write and draw freely • Share partners' thinking with the class • Handle materials responsibly • Work responsibly in pairs
Learning Standards	UNIT 5: Poetry
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.7: Participate in shared research and writing projects. L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.e: Use the most frequently occurring prepositions. L.K.1.f: Produce and expand complete sentences in shared language activities. L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. SL.K.1.a: Follow agreed-upon rules for discussions. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or	WEEK 1
	Students will: • Listen to, visualize, act out, and discuss poems • Identify and discuss repetition and verbs in a poem • Discuss text structure in a poem • Discuss prepositions that show when something happens • Draw and write about visualizations • Write and draw freely • Participate responsibly • Work responsibly in pairs
	WEEK 2
	Students will: • Listen to, visualize, and discuss poems • Identify and discuss verbs • Contribute to a list of descriptive words about how animals look and move • Contribute to a shared poem about an animal • Write animal poems

information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	• Write and draw freely • Work responsibly • Listen carefully <tr> <td colspan="2" data-bbox="856 256 2007 331">WEEK 3</td></tr> <tr> <td colspan="2" data-bbox="856 331 2007 893"> Students will: • Listen to, visualize, and discuss poems and an excerpt from a poem • Identify and discuss nouns • Contribute to a list of descriptive words about foods • Contribute color words to a list of descriptive words about food • Contribute to a shared poem about a food • Write food poems • Share from the Author’s Chair • Write and draw freely • Work responsibly • Listen carefully • Share partners’ thinking • Use the prompt “I imagined . . .” </td></tr>	WEEK 3		Students will: • Listen to, visualize, and discuss poems and an excerpt from a poem • Identify and discuss nouns • Contribute to a list of descriptive words about foods • Contribute color words to a list of descriptive words about food • Contribute to a shared poem about a food • Write food poems • Share from the Author’s Chair • Write and draw freely • Work responsibly • Listen carefully • Share partners’ thinking • Use the prompt “I imagined . . .”	
WEEK 3					
Students will: • Listen to, visualize, and discuss poems and an excerpt from a poem • Identify and discuss nouns • Contribute to a list of descriptive words about foods • Contribute color words to a list of descriptive words about food • Contribute to a shared poem about a food • Write food poems • Share from the Author’s Chair • Write and draw freely • Work responsibly • Listen carefully • Share partners’ thinking • Use the prompt “I imagined . . .”					
Learning Standards	UNIT 6: Opinion Writing				
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<tr> <td colspan="2" data-bbox="856 967 2007 1042">WEEK 1</td></tr> <tr> <td colspan="2" data-bbox="856 1042 2007 1484"> Students will: • Listen to and discuss a poem • Identify the opinion and reasons in the poem • Contribute to shared lists of animals • Contribute to shared opinion pieces about pets • Discuss prepositions that show location • Share opinions and reasons in pairs • Write opinion pieces about pets • Listen to classmates’ opinion pieces • Write and draw freely </td></tr>	WEEK 1		Students will: • Listen to and discuss a poem • Identify the opinion and reasons in the poem • Contribute to shared lists of animals • Contribute to shared opinion pieces about pets • Discuss prepositions that show location • Share opinions and reasons in pairs • Write opinion pieces about pets • Listen to classmates’ opinion pieces • Write and draw freely	
WEEK 1					
Students will: • Listen to and discuss a poem • Identify the opinion and reasons in the poem • Contribute to shared lists of animals • Contribute to shared opinion pieces about pets • Discuss prepositions that show location • Share opinions and reasons in pairs • Write opinion pieces about pets • Listen to classmates’ opinion pieces • Write and draw freely					

W.K.7: Participate in shared research and writing projects. L.K.1.b: Use frequently occurring nouns and verbs. L.K.1.c: Form regular plural nouns orally by adding /s/ or /es/. L.K.1.e: Use the most frequently occurring prepositions. L.K.1.f: Produce and expand complete sentences in shared language activities. L.K.2.a: Capitalize the first word in a sentence and the pronoun I. L.K.2.b: Recognize and name end punctuation. SL.K.1.a: Follow agreed-upon rules for discussions. SL.K.1.b: Continue a conversation through multiple exchanges. SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	● Share ideas with one another ● Listen carefully and respectfully ● Discuss opinions respectfully
	WEEK 2
	Students will: ● Listen to and discuss a fiction story ● Identify the opinion and reasons in the story ● Contribute to shared lists of activities and celebrations ● Contribute to a shared opinion piece about a fun class activity and a celebration ● Discuss the inflectional endings -s and -es ● Share opinions and reasons in pairs ● Write opinion pieces about the most fun class activities ● Write opinion pieces about the best celebrations ● Capitalize the pronoun I ● Share writing from the Author's Chair ● Write and draw freely ● Discuss opinions respectfully ● Listen carefully and respectfully ● Use the prompts "I found out . . ." and "I want to know . . ."
	WEEK 3
	Students will: ● Review and discuss the writing lessons ● Contribute to a shared list about the writing lessons ● Contribute to a shared list and make own lists of summer writing topics ● Contribute to a shared letter to next year's class ● Draw self-portraits ● Write about what the students liked about the writing lessons ● Listen carefully and respectfully ● Use the prompts "I found out . . ." and "I want to know . . ." ● Share ideas with one another ● Share partners' thinking

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| | <ul style="list-style-type: none">• Reflect on the classroom community• Reflect on behavior |
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