

Kindergarten Unit 1

Cycles of Learning <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
K.W.2.1 Aug. 16- Oct. 14 (42 Days)	<u>Cycle 1</u>	Aug. 16- Sept. 2 (14 days)	Procedures - Elearning procedures and etiquette - establish routines IREADY(Aug 23-Sept. 3) in school IRLA (Begins no later than Sept. 7th)	K.RF.3.1 K.RL.2.2 K.RL.3.2 K.RF.2.1 K.RF.2.2
	<u>Cycle 2</u>	Sept. 3 - Sept. 23 (14 days)	K.RF.2.4	K.RF.3.1 K.RF.4.5 K.RF.2.3 K.RF.4.1
	<u>Cycle 3</u>	Sept. 24 - Oct. 14 (14 days)	K.RL.2.3 (Characters) K.RF.3.1 K.RF.4.4	K.RF.2.4 K.RV.2.2 K.RF.4.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 1

General Description of the Unit

Setting up rules and procedures. Getting students used to reading and writing procedures. Teachers work to build stamina with the reading block for independent reading, centers/stations and attention.

Priority Standards

- K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet. *This standard will be repeated throughout this unit.*

Foundational Skills - 1Y

Phonological Awareness:

Week 1: syllables/ Heggerty Lesson week 1

Week 2: syllables/Heggerty Lesson week 2

Week 3: syllables and rhyming/Heggerty Lesson week 3

[HEGGERTY HAND MOTIONS TUTORIAL](#)

Phonics:

Week 1:B - Letter name and sound

Week 2: K - Letter name and sound

Week 3: J - Letter name and sound

(continue with previously taught letter)

Power Word/High Frequency: [Instructional strategies](#)

Week 1: I, the

Week 2: can, go

Week 3: my, love

Supporting Standards

- K.RF.3.1: Identify and produce rhyming words.
- K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.
- K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RF.2.2: Recognize that written words are made up of sequences of letters.
- K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.

Read Aloud Comprehension Focus for Cycle:

Make Connections

One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:

- text to self – This reminds me of my own life...
- text to text– This reminds me of another book I've read/movie I've watched...
- text to world– This reminds me this time in history/what's going on in the world right now
- Learn the procedures for gathering "Turn to your partner."

Alexander the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Ira Sleeps Over by Bernard Waber

You are Special by Max Lucado

Those Shoes by Maribeth Boelts.

The Stray Dog by Marc Simont.

<u>Writing Focus</u> K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<u>Writing Supporting Standards</u> K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.
<u>Writing Expectations</u> Students will write and draw every day. Build students' confidence as writers. Students will be at different developmental stages, validating each of the student's current developmental stages. Students will draw or write to answer a prompt, making purposeful decisions about what to write. Kinsey Writing Data Class Sheet H. Letter Strings: Random Strings of correctly formed letters, often mixed with numerals, and words copied from the classroom. No relation to speech sounds. May reverse some letters. Attempts to use lowercase letters. Spells a few grade-level high-frequency words correctly and/or copies words from environment. Students write to convey a message and will attempt to read it back. <ul style="list-style-type: none">• Form uppercase letters correctly• Read writing back• Begin to use left-to-right and top-to-bottom directionality• Attempt to use some lowercase letters• Spell a few grade-level high-frequency words correctly• Copy words and letters from environmental print See the full Kinsey Developmental Writing Scale Here .	
<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.	<u>Assessments</u> Quarterly assessment will be used to monitor student progress.

<u>Enduring Understandings</u> <ul style="list-style-type: none"> Written words represent our oral language and are a form of communication. Books and print have common basic features. 		<u>Essential Questions</u> <ul style="list-style-type: none"> What makes me important and unique? What makes my class important and unique? What feelings do I have and why? What are some strategies for handling and coping with my emotions?
<u>Key Concepts</u> K.RF.2.4 <ul style="list-style-type: none"> I can identify all uppercase letters. I can identify all lowercase letters. I can name all uppercase letters. I can name all lowercase letters. 	<u>Related Concepts</u> K.RF.3.1 <ul style="list-style-type: none"> I can identify words that rhyme. I can give words that rhyme. K.RL.2.2 <ul style="list-style-type: none"> I can retell a story, poem, or nursery rhyme. I can provide details from the story, poem, or nursery rhyme. K.RF.2.1 <ul style="list-style-type: none"> I can point to where the words begin on a page. I can show that words move from left to right. K.RF.2.2 <ul style="list-style-type: none"> I can recognize that words are made from letters. K.RL.3.2 <ul style="list-style-type: none"> I can describe why the author wrote a story. I can describe why the illustrator created the pictures in a story. 	<u>Vocabulary</u> K.RF.2.4 <ul style="list-style-type: none"> capital identify lowercase letter uppercase letter K.RF.3.1 <ul style="list-style-type: none"> identify produce rhyme K.RL.2.2 <ul style="list-style-type: none"> key detail nursery rhyme poem retell story K.RF.2.1 <ul style="list-style-type: none"> demonstrate print K.RF.2.2 <ul style="list-style-type: none"> recognize word K.RL.3.2 <ul style="list-style-type: none"> author define illustrator
<u>Resources</u>		
<u>ARC Resources</u>		
Read Aloud Immersion Collection		

ARC Phonics Toolkit		
<u>Supplemental Fiction Texts</u> <ul style="list-style-type: none"> • <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. • <i>David Goes to School</i> by David Shannon • <i>How Do Dinosaurs Go to School?</i> By Jane Yolen and Mark Teague • <i>Tony Baloney: School Rules</i> by Pam Munoz Ryan • <i>What if Everybody did That?</i> By Ellen Javernick • <i>We Don't Eat Our Classmates</i> by Ryan T. Higgins 	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u> <ul style="list-style-type: none"> • Storyline online – <i>The Kissing Hand</i> • Alphabet ARC for whole class instruction • Alphabet ARC for individual students in Google
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Cycle 2

General Description of the Unit

Setting up rules and procedures. Getting students used to reading and writing procedures. Teachers work to build stamina with the reading block for independent reading, centers/stations and attention.

Priority Standards

- K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet

Foundational Skills - 1Y/2Y

Phonological Awareness:

Week 1: rhyming/ Heggerty Lesson week 4

Week 2: rhyme recognition/Heggerty Lesson week 5

Week 3: rhyme recognition/ Heggerty Lesson week 6

HEGGERTY HAND MOTIONS TUTORIAL

Phonics:

Week 1: T, A - Letter names and sounds

Week 2: M, P - Letter names and sounds

Week 3: S, L - Letter names and sounds

(continue with previously taught letter)

Word Study:

Week 1: see, like

Week 2: to, at, will

Week 3: is, look,

Supporting Standards

- K.RF.3.1: Identify and produce rhyming words.
- K.RF.2.3: Recognize that words are combined to form sentences.
- K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

Read Aloud Comprehension Focus for Cycle:

Make Connections

One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:

- text to self – This reminds me of my own life...
- text to text– This reminds me of another book I've read/movie I've watched...
- text to world– This reminds me this time in history/what's going on in the world right now
- Learn the procedures for gathering "Turn to your partner."

Alexander the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Ira Sleeps Over by Bernard Waber

You are Special by Max Lucado

Those Shoes by Maribeth Boelts.

The Stray Dog by Marc Simont.

Writing Focus

K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

Writing Supporting Standards

K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.

K.W.2.2: Write moving from left to right and top to bottom.

Writing Expectations

Students will write and draw every day.

Build students' confidence as writers. Students will be at different developmental stages, validating each of the student's current developmental stages.

Students will draw or write to answer a prompt, making purposeful decisions about what to write.

H. Letter Strings: Random

Strings of correctly formed letters, often mixed with numerals, and words copied from the classroom. No relation to speech sounds. May reverse some letters. Attempts to use lowercase letters. Spells a few grade-level high-frequency words correctly and/or copies words from environment. Students write to convey a message and will attempt to read it back.

- Form uppercase letters correctly
- Read writing back
- Begin to use left-to-right and top-to-bottom directionality
- Attempt to use some lowercase letters
- Spell a few grade-level high-frequency words correctly
- Copy words and letters from environmental print

See the full Kinsey Developmental Writing Scale [Here](#).

[Kinsey Writing Data Class Sheet](#)

Proficiency Scales

[Find the Kindergarten Proficiency Scales here.](#)

Assessments

[Complete Heggerty Phonemic Awareness assessment](#)-
Complete in Cycle2

Enduring Understandings

- Written words represent our oral language and is a form of communication.
- Books and print have common basic features.
- Making our letters in a standard way helps us to clearly communicate our ideas.

Essential Questions

- What is my role in my classroom community?
- What are others' roles in my classroom community?
- How do rules allow our classroom to function and support our learning?
- What are ways to solve problems in a group?

<p><u>Key Concepts</u></p> <p>K.RF.2.4</p> <ul style="list-style-type: none"> • I can identify all uppercase letters. • I can identify all lowercase letters. • I can name all uppercase letters. • I can name all lowercase letters. 	<p><u>Related Concepts</u></p> <p>K.RF.3.1</p> <ul style="list-style-type: none"> • I can identify words that rhyme. • I can give words that rhyme. <p>K.RF.2.3</p> <ul style="list-style-type: none"> • I can tell sentences are made up of words. <p>K.RF.4.1</p> <ul style="list-style-type: none"> • I can give sounds of consonants in words. <p>K.RF.4.5</p> <ul style="list-style-type: none"> • I can identify similarities in words. • I can identify differences in words. 	<p><u>Vocabulary</u></p> <p>K.RF.2.4</p> <ul style="list-style-type: none"> • capital • identify • lowercase letter • uppercase letter <p>K.RF.3.1</p> <ul style="list-style-type: none"> • identify • produce • rhyme <p>K.RF.2.3</p> <ul style="list-style-type: none"> • recognize • sentence • word <p>K.RF.4.1</p> <ul style="list-style-type: none"> • consonant • decode • sound <p>K.RF.4.5</p> <ul style="list-style-type: none"> • different • identify • onset • rime • similar • word
<p style="text-align: center;"><u>Resources</u></p>		
<p style="text-align: center;"><u>ARC Resources</u></p> <p>Read Aloud Immersion Collection</p> <p>ARC Phonics Toolkit</p>		
<p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> • <i>The Recess Queen</i> by Alexis O’Neill • <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell 	<p><u>Supplemental Nonfiction Texts</u></p> <p>Seasons</p> <p>Holidays</p> <p>Field Trips</p>	<p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> • Storyline online – <i>Enemy Pie</i> • Alphabet ARC for whole class instruction • Alphabet ARC for individual students in Google

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<ul style="list-style-type: none">• <i>Respect – The Best Me That I Can Be</i> by Rose Angebrandt• <i>Kindness is Cooler, Mrs. Ruler</i> by Margery Cuyler• <i>Empathy is My Superpower!</i> By Bryan Smith• <i>Otis and the Scarecrow</i> by Loren Long• <i>The Monster Who Lost His Mean</i> by Tiffany Strelitz Haber		
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Cycle 3

General Description of the Unit

Setting up rules and procedures. Getting students used to reading and writing procedures. Teachers work to build stamina with the reading block for independent reading, centers/stations and attention. Students are aware of power goals and current reading level.

Priority Standards

- K.RL.2.3 (Focus on characters): Identify important elements of a text (e.g., characters, settings, or events).
- K.RF.3.1: Identify and produce rhyming words.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).

Heggerty Foundational Skills - 2Y/3Y

Phonological Awareness:

Week 1: rhyme recognition/Heggerty lesson week 7

Week 2: rhyme recognition/Heggerty lesson week 8

Week 3: Initial sounds/Heggerty lesson week 9
(continue with previously taught skills)

Heggerty Nursery Rhyme

Week 9 [Itsy Bitsy Spider](#)

Week 1: F, J Letter names and sounds

Week 2: D, O Letter names and sounds

Week 3: G, N - Letter names and sounds
(continue with previously taught letter)

Word Study:

Week 1: want, am, big

Week 2: it, we, in

Week 3: little, no, get

Supporting Standards

- K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.
- K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
- K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

Read Aloud Comprehension Focus for Cycle:

Make Connections

One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:

- text to self – This reminds me of my own life...
- text to text– This reminds me of another book I've read/movie I've watched...
- text to world– This reminds me this time in history/what's going on in the world right now
- Learn the procedures for gathering "Turn to your partner."

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Ira Sleeps Over by Bernard Waber

You are Special by Max Lucado

Those Shoes by Maribeth Boelts.

The Stray Dog by Marc Simont.

<u>Writing Focus</u> K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<u>Writing Supporting Standards</u> K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic. K.W.2.2: Write moving from left to right and top to bottom.
<u>Writing Expectations for Quarter 1:</u> Students will write and draw every day. Build students' confidence as writers. Students will be at different developmental stages, validating each of the student's current developmental stages. Students will draw or write to answer a prompt, making purposeful decisions about what to write. H. Letter Strings: Random Strings of correctly formed letters, often mixed with numerals, and words copied from the classroom. No relation to speech sounds. May reverse some letters. Attempts to use lowercase letters. Spells a few grade-level high-frequency words correctly and/or copies words from environment. Students write to convey a message and will attempt to read it back. <ul style="list-style-type: none">• Form uppercase letters correctly• Read writing back• Begin to use left-to-right and top-to-bottom directionality• Attempt to use some lowercase letters• Spell a few grade-level high-frequency words correctly• Copy words and letters from environmental print See the full Kinsey Developmental Writing Scale Here . Kinsey Writing Data Class Sheet	
<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.	<u>Assessments</u> Quarterly writing assessment will be used to monitor student writing progress. Complete in week 3 of cycle 3. K. RL.2.3 Characters Assessment

		This assessment is read aloud to the students as a class. Teacher then meets one on one with each student. Students should be asked “who are the characters in the story. If a student is unable to respond, refer to foundational and prompt to point to characters. If a student can identify several characters move to mastery question.	
<u>Enduring Understandings</u> <ul style="list-style-type: none"> Understanding how language works allows us to become better readers, writers, speakers, and listeners. Characters help us make real life connections to the stories we read. We learn different things from different characters. 		<u>Essential Questions</u> <ul style="list-style-type: none"> What is a rhyming word? How can rhyming words be used when reading and writing? What did I learn from this character? How am I similar/different to this character? 	
<u>Key Concepts</u> K.RL.2.3 <ul style="list-style-type: none"> I can identify the main character(s) in a story. I can identify the setting of a story. I can identify the problem and solution of the story. I can tell what happened in the story. K.RF.3.1 <ul style="list-style-type: none"> I can identify words that rhyme. I can give words that rhyme. K.RF.4.4 <ul style="list-style-type: none"> I can read high-frequency sight words. 	<u>Related Concepts</u> K.RF.2.4 <ul style="list-style-type: none"> I can identify all uppercase letters. I can identify all lowercase letters. I can name all uppercase letters. I can name all lowercase letters. K.RV.2.2 <ul style="list-style-type: none"> I can sort pictures into categories. K.RF.4.1 <ul style="list-style-type: none"> I can give sounds of consonants in words. 	<u>Vocabulary</u> K.RL.2.3 <ul style="list-style-type: none"> character event identify setting K.RF.3.1 <ul style="list-style-type: none"> identify produce rhyme K.RF.4.4 <ul style="list-style-type: none"> high-frequency word read sight K.RF.2.4 <ul style="list-style-type: none"> capital identify lowercase letter uppercase letter K.RV.2.2 <ul style="list-style-type: none"> category identify opposite sort K.RF.4.1	

		<ul style="list-style-type: none"> • consonant • decode • sound
<u>Resources</u>		
<u>ARC Resources</u>		
Read Aloud Immersion Collection		
ARC Phonics Toolkit		
<u>Supplemental Fiction Texts</u> <ul style="list-style-type: none"> • <i>Marvelous Me</i> by Lisa Bullard • <i>I'm Gonna Like Me</i> by Jamie Lee Curtis • <i>I Am Enough</i> by Grace Byers • <i>Lovely</i> by Jess Hong • <i>The Way I Feel</i> by Janan Cain • <i>Chrysanthemum</i> by Kevin Henkes • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst • <i>Feelings</i> by Alike • <i>The Pigeon Has Feelings, Too</i> by Mo Willems • <i>I Like Myself!</i> By Karen Beaumont 	<u>Supplemental Nonfiction Texts</u> <p>Holidays Seasons Field trips</p>	<u>Supplemental Media, Music, Art, and other Resources</u> <ul style="list-style-type: none"> • Getepic.com audiobook – <i>When Sophie Gets Angry – Really, Really Angry...</i> by Molly Bang • Alphabet ARC for whole class instruction • Alphabet ARC for individual students in Google
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Kindergarten
Unit 2

Cycles of Learning <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
K.W.3.2	<u>Cycle 4</u>	Oct. 19- Nov. 4 (14 days)	K.RF.4.1 K.RF.4.3 K.RF.4.4	K.RL.2.1, K.RL.3.1, K.RF.3.2
	<u>Cycle 5</u>	Nov. 5 - Nov. 30 (14 days)	K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.4.5 (Phonological Awareness)	K.RL.2.1, K.RL.3.1, K.RF.3.3
	<u>Cycle 6</u>	Dec. 1- Dec. 21 (15 days)	K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RN.2.1	K.RL.2.1, K.RL.3.1, K.RN.4.2 K.RF.3.4

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

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Cycle 4

General Description of the Unit

Students will distinguish wild from domestic animals. Students will identify animals in the following animal groups: zoo, farm and pets. In addition, students will name & describe the characteristics and life cycle of various mammals.

Priority Standards

- K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.RF.4.3: Recognize the long and short sounds for the five major vowels.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).

Heggerty Foundational Skills - 3Y

Phonological Awareness:

Week 1: Initial sound/Heggerty week lesson 10

Week 2: Ending Sound/Heggerty lesson 11

Week 3: Ending Sound/ Heggerty lesson 12
(continue with previously taught skills)

Heggerty Nursery Rhyme

Week 10 [Hickory Dickory Dock](#)

Week 11 [Twinkle Twinkle Little Star](#)

Week 12 [Humpty Dumpty](#)

Phonics:

Week 1: H, R Letter names and sounds

Week 2: I, V Letter names and sounds

Week 3: E, W Letter names and sounds
(continue with previously taught letter)

Word Study:

Week 1: come, you, are

Week 2: and, had, what

Week 3: love, up, said

Supporting Standards

- K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)
- K.RF.3.2: Orally pronounce, blend, and segment words into syllables

Read Aloud Comprehension Focus for Cycle:

Re-Telling

Retelling The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories.

Stop part way through and ask;

- What has happened so far in the story?
- What do you think (they) will do?
- What happened next? Last?
- At the end of a story have them tell you what happened; first, next, and last.
- What is the problem in the story?
- How do (they) solve it?
- What happened in this part of the story?
- What happens at the end?
- What did you learn in this story?

<u>Writing Focus</u> K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.	<u>Writing Supporting Standards</u> K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.1e Recognizing that there are different types of sentences K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation-Recognizing and naming end punctuation. K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.
<u>Writing Expectations</u> Students will write and draw every day. Students will draw or write to answer a prompt, making purposeful decisions about what to write. I. Letter Strings: Phonemic First letter of each word is used to represent it in a string of letters. Students will be able to read back the writing. Some words may be spelled correctly and there may be some spaces between some words. <ul style="list-style-type: none">• Use letter/sound knowledge in attempting to write words• Use consonant sounds correctly• Write own first and last name• Use left-to-right and top-to-bottom directionality• Capitalize the pronoun "I" See the full Kinsey Developmental Writing Scale Here . Kinsey Writing Data Class Sheet	
<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.	<u>Assessments</u> Quarterly assessment will be used to monitor student progress. K.RF.4.1 Formative Assessment K.RF.4. Formative Assessment Power Words Assessed Cycle 4-7

<u>Enduring Understandings</u> <ul style="list-style-type: none">● Learning to decode words helps us to read and write.● Readers ask questions while reading to help them understand what is being read.● Reading can serve different purposes.● Listening to stories can help me become a better reader.		<u>Essential Questions</u> <ul style="list-style-type: none">● What is Zoology?● What is the difference between living and non-living things?● What is the difference between wild and domestic?● What is a mammal?● What is the life cycle of a mammal?● What are the similarities and differences among mammals?
<u>Key Concepts</u> K.RF.4.1 <ul style="list-style-type: none">● I can give sounds of consonants in words. K.RF.4.3 <ul style="list-style-type: none">● I can recognize short vowel sounds.● I can recognize long vowel sounds. K.RF.4.4 <ul style="list-style-type: none">● I can read high-frequency sight words.	<u>Related Concepts</u> K.RL.2.1 <ul style="list-style-type: none">● I can ask questions about key details in a text.● I can answer questions about what happens in a text.● I can retell the main topic in the story. K.RL.3.1 <ul style="list-style-type: none">● I can recognize a fairy tale, nursery rhyme, or story. K.RF.3.2 <ul style="list-style-type: none">● I can blend parts to make words.● I can break apart words into syllables.	<u>Vocabulary</u> K.RF.4.1 <ul style="list-style-type: none">● consonant● decode● sound K.RF.4.3 <ul style="list-style-type: none">● long vowel● recognize● short vowel● vowel K.RF.4.4 <ul style="list-style-type: none">● high-frequency word● read● sight K.RL.2.1 <ul style="list-style-type: none">● answer● ask● key detail● main topic● text K.RL.3.1 <ul style="list-style-type: none">● fairy tale● genre● narrative● nursery rhyme● recognize● storybook K.RF.3.2 <ul style="list-style-type: none">● blend

		<ul style="list-style-type: none"> • pronounce • syllable
<u>Resources</u>		
<u>ARC Resources</u>		
Read Aloud Immersion Collection		
ARC Phonics Toolkit		
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u> <ul style="list-style-type: none"> • Alphabet ARC for whole class instruction • Alphabet ARC for individual students in Google
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Cycle 5

General Description of the Unit

Through exploration, students will name & describe the characteristics and life cycle of various birds and then reptiles. Students will compare similarities and differences of birds & how they take care of their babies. Students will compare similarities and differences of reptiles plus how they provide for their young. Students will become familiar with life cycle and characteristics of amphibians.

Priority Standards

- K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.RF.4.3: Recognize the long and short sounds for the five major vowels.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).
- K.RF.4.5 (Phonological Awareness): Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

Foundational Skills - 3Y

Phonological Awareness:

- Week 1:** Ending Sound/ Heggerty week lesson 13
- Week 2:** Ending Sound/Heggerty week lesson 14
- Week 3:** Medial sound/Heggerty week lesson 15
(continue with previously taught skills)

Heggerty Nursery Rhyme

Week 13 [Hickory Dickory Dock](#)

[Twinkle Twinkle Little Star](#)

[Humpty Dumpty](#)

Week 14 [Little Miss Muffett](#)

Week 15 [Baa, Baa, Black Sheep](#)

Phonics:

- Week 1:** Q, U Letter names and sounds
- Week 2:** Y, Z Letter names and sounds
- Week 3:** X Letter names and sounds
(continue with previously taught letter)

Supporting Standards

- K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)
- K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

Read Aloud Comprehension Focus for Cycle:

Re-Telling

Retelling The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories.

Stop part way through and ask;

- What has happened so far in the story?
- What do you think (they) will do?
- What happened next? Last?
- At the end of a story have them tell you what happened; first, next, and last.
- What is the problem in the story?
- How do (they) solve it?
- What happened in this part of the story?
- What happens at the end?
- What did you learn in this story?

Word Study: Week 1: with, on, this Week 2: has, he, was, Week 3: be, here, me	
<u>Writing Focus</u> K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.	<u>Writing Supporting Standards</u> K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.1e Recognizing that there are different types of sentences K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation-Recognizing and naming end punctuation. K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.
<u>Writing Expectations</u> Students will write and draw every day. Students will draw or write to answer a prompt, making purposeful decisions about what to write. I. Letter Strings: Phonemic First letter of each word is used to represent it in a string of letters. Students will be able to read back the writing. Some words may be spelled correctly and there may be some spaces between some words. <ul style="list-style-type: none">• Use letter/sound knowledge in attempting to write words• Use consonant sounds correctly• Write own first and last name• Use left-to-right and top-to-bottom directionality• Capitalize the pronoun "I" See the full Kinsey Developmental Writing Scale Here . Kinsey Writing Data Class Sheet	
<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.	<u>Assessments</u> Quarterly assessment will be used to monitor student progress. Power Words Assessed Cycle 4-7

<u>Enduring Understandings</u> <ul style="list-style-type: none">● Learning to decode words helps us to read and write.● Readers ask questions while reading to help them understand what is being read.● Reading can serve different purposes.● Listening to stories can help me become a better reader.		<u>Essential Questions</u> <ul style="list-style-type: none">● What are the characteristics of all birds?● What is the life cycle of various birds?● What are the similarities and differences among birds?● What are the characteristics of all reptiles?● What is the life cycle of various reptiles?● What are the similarities and differences among reptiles?
<u>Key Concepts</u> K.RF.4.1 <ul style="list-style-type: none">● I can give sounds of consonants in words. K.RF.4.3 <ul style="list-style-type: none">● I can recognize short vowel sounds.● I can recognize long vowel sounds. K.RF.4.4 <ul style="list-style-type: none">● I can read high-frequency sight words. K.RF.4.5 <ul style="list-style-type: none">● I can identify similarities in words.● I can identify difference in words.	<u>Related Concepts</u> K.RL.2.1 <ul style="list-style-type: none">● I can ask questions about key details in a text.● I can answer questions about what happens in a text.● I can retell the main topic in the story. K.RL.3.1 <ul style="list-style-type: none">● I can recognize a fairy tale, nursery rhyme, or story. K.RF.3.3 <ul style="list-style-type: none">● I can make a word when given the word parts.	<u>Vocabulary</u> K.RF.4.1 <ul style="list-style-type: none">● consonant● decode● sound K.RF.4.3 <ul style="list-style-type: none">● long vowel● recognize● short vowel● vowel K.RF.4.4 <ul style="list-style-type: none">● high-frequency word● read● sight K.RF.4.5 <ul style="list-style-type: none">● different● identify● onset● rime● similar● word K.RL.2.1 <ul style="list-style-type: none">● answer● ask● key detail● main topic● text K.RL.3.1 <ul style="list-style-type: none">● fairy tale

		<ul style="list-style-type: none"> • genre • narrative • nursery rhyme • recognize • storybook K.RF.3.3 <ul style="list-style-type: none"> • blend • onset • rime • word
<u>Resources</u>		
<u>ARC Resources</u>		
Read Aloud Immersion Collection		
ARC Phonics Toolkit		
<u>Supplemental Fiction Texts</u> Animal A-Z	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u> <ul style="list-style-type: none"> • Alphabet ARC for whole class instruction • Alphabet ARC for individual students in Google
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Cycle 6

General Description of the Unit

Through exploration, students will name & describe the characteristics and life cycle of various amphibians and then fish. Students will compare similarities and differences among amphibians and then fish. Students will compare and contrast texts on the same animal group.

Priority Standards

- K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.RF.4.3: Recognize the long and short sounds for the five major vowels.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).
- K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

Foundational Skills - 3Y

Phonological Awareness:

Heggerty Foundational Skills - 3Y

Phonological Awareness:

Week 1: Initial sound/Heggerty week lesson 16

Week 2: Ending Sound/Heggerty lesson 17

Week 3: Ending Sound/ Heggerty lesson 18
(continue with previously taught skills)

Heggerty Nursery Rhyme

Week 16 [Little Jack Horner](#)

Week 17 [Hey, Diddle, Diddle](#)

Week 18 Review Rhymes

Phonics

Week 1: cvc (using word family -at)

Week 2: cvc (using word family -ap)

Week 3:cvc (using word family -an)

(continue with previously taught letter)

Supporting Standards

- K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.
- K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)
- K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.

Read Aloud Comprehension Focus for Cycle:

Re-Telling

Retelling The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories.

Stop part way through and ask;

- What has happened so far in the story?
- What do you think (they) will do?
- What happened next? Last?
- At the end of a story have them tell you what happened; first, next, and last.
- What is the problem in the story?
- How do (they) solve it?
- What happened in this part of the story?
- What happens at the end?
- What did you learn in this story?

Word Study: Week 1: do, went, can't Week 2: down, for, an Week 3: lots, she ,where	
<u>Writing Focus</u> K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.	<u>Writing Supporting Standards</u> K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. K.W.6.1e Recognizing that there are different types of sentences K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation-Recognizing and naming end punctuation. K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.
<u>Writing Expectations</u> Students will write and draw every day. Students will draw or write to answer a prompt, making purposeful decisions about what to write. II. Letter Strings: Phonemic First letter of each word is used to represent it in a string of letters. Students will be able to read back the writing. Some words may be spelled correctly and there may be some spaces between some words. <ul style="list-style-type: none">• Use letter/sound knowledge in attempting to write words• Use consonant sounds correctly• Write own first and last name• Use left-to-right and top-to-bottom directionality• Capitalize the pronoun "I" See the full Kinsey Developmental Writing Scale Here . Kinsey Writing Data Class Sheet	
<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.	<u>Assessments</u> Quarterly assessment will be used to monitor student progress. Power Words Assessed Cycle 4-7

		Cycle 6 Formative Assessment
<u>Enduring Understandings</u> <ul style="list-style-type: none"> • Learning to decode words helps us to read and write. • Readers ask questions while reading and listening to help them understand what is being read. • Reading can serve different purposes. 		<u>Essential Questions</u> <ul style="list-style-type: none"> • What are the characteristics of all amphibians? • What is the life cycle of an amphibian? (including the word metamorphosis) • What are the similarities and differences among amphibians? • What are the characteristics of all fish? • What is the life cycle of a fish? • What are the similarities and differences among fish?
<u>Key Concepts</u> K.RF.4.1 <ul style="list-style-type: none"> • I can give sounds of consonants in words. K.RF.4.3 <ul style="list-style-type: none"> • I can recognize short vowel sounds. • I can recognize long vowel sounds. K.RF.4.4 <ul style="list-style-type: none"> • I can read high-frequency sight words. K.RN.2.1 <ul style="list-style-type: none"> • I can ask questions about what happens in a story. • I can answer questions about what happens in a story. 	<u>Related Concepts</u> K.RL.2.1 <ul style="list-style-type: none"> • I can ask questions about key details in a text. • I can answer questions about what happens in a text. • I can retell the main topic in the story. K.RL.3.1 <ul style="list-style-type: none"> • I can recognize a fairy tale, nursery rhyme, or story. K.RN.4.2 <ul style="list-style-type: none"> • I can identify the topic of texts. • I can identify similarities between two texts on the same topic. • I can identify differences between two texts on the same topic. K.RF.4.3 <ul style="list-style-type: none"> • I can recognize short vowel sounds. • I can recognize long vowel sounds. 	<u>Vocabulary</u> K.RF.4.1 <ul style="list-style-type: none"> • consonant • decode • sound K.RF.4.3 <ul style="list-style-type: none"> • long vowel • recognize • short vowel • vowel K.RF.4.4 <ul style="list-style-type: none"> • high-frequency word • read • sight K.RN.2.1 <ul style="list-style-type: none"> • answer • ask • concept • event • text K.RL.2.1 <ul style="list-style-type: none"> • answer • ask • key detail • main topic • text K.RL.3.1

		<ul style="list-style-type: none">● fairy tale● genre● narrative● nursery rhyme● recognize● storybook K.RN.4.2 <ul style="list-style-type: none">● difference● identify● nonfiction text● similarity● topic K.RF.4.3 <ul style="list-style-type: none">● long vowel● recognize● short vowel● vowel
<u>Resources</u>		
<u>ARC Resources</u> <ul style="list-style-type: none">● Read Aloud Immersion Collection● Venn Diagram		
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u> <ul style="list-style-type: none">● Alphabet ARC for whole class instruction● Alphabet ARC for individual students in Google
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Unit 3

Cycles of Learning

At a glance

Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
K.W.3.3 Jan. 4- Mar. 4 (42 days)	<u>Cycle 7</u>	Jan. 4 - Jan. 24 (14 days)	K.RF.4.2 K.RF.4.4	K.ML.2.1 K.RL.2.4
	<u>Cycle 8</u>	Jan. 25- Feb. 11 (14 days)	K.RF.4.2 K.RL.2.2 K.RF.4.4	K.RL.4.1 K.RL.4.2
	<u>Cycle 9</u>	Feb. 14- March 7 (14 days)	K.RF.4.2 K.RL.2.3 (Setting and events) K.RF.4.4	K.RN.3.1 K.RN.3.2 K.RN.4.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 7

General Description of the Unit

Intro ecology, savannas: Through exploration, students will distinguish plants from animals and distinguish between living and nonliving organisms. In addition, students will explore the savanna ecosystem. They will identify and describe the animals, plants, adaptations and food webs that exist in the savanna.

Priority Standards

- K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).

Foundational Skills - 1G

Phonological Awareness:

Week 1: Onset/rime-blending Heggerty Lesson 19

Week 2: Onset/rime-segmentation Heggerty Lesson 20

Week 3 : Onset/rime-isolation Heggerty Lesson 21

Heggerty Nursery Rhyme

Week 19 [Little Boy Blue](#)

Week 20 [Jack Be Nimble](#)

Week 21 [Little Bo Peep](#)

Phonics:

Week 1: cvc (using word family -it)

Week 2: cvc (using word family -in)

Week 3:cvc (using word family -ig)

Word Study

Week 1: live, one, there

Week 2: of, that, why

Week 3: they, who, have, yes (ALL 1G words introduced)

Supporting Standards

- K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements
- K.RL.2.4 Make predictions about what will happen in a story.

<u>Writing Focus</u> K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.	<u>Writing Supporting Standards</u> K.W.4: Apply the writing process to- with support, revise writing by adding simple details. Use available technology to produce and publish writing. K.W.6.1e Recognizing that there are different types of sentences K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation-Recognizing and naming end punctuation. K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.

Writing Expectations

Students will transition to phonics-based spelling drawing on their phonemic awareness.

Students will write and draw every day.

Students will draw or write to answer a prompt, making purposeful decisions about what to write.

J. Words: Phonetic

- Initial consonant
- Final consonant
- Medial sound
- Vowels

Writers have concepts of words and letters. The words are evident although they may not be separated by spaces at first. Students learn to use beginning, then ending, then medial consonant sounds, then vowels. Most words are spelled phonetically, although a few high-frequency words may be spelled correctly. Often a mix of upper- and lowercase letters. Some use of punctuation. Writing is very readable.

- Use letter/sound knowledge in attempting to write words
- Use spaces between words. Spaces may vary.
- Use conventional spelling for 5–10 high-frequency words
- Begin to use lowercase letters appropriately
- Use beginning and ending consonant sounds in one syllable words
- Represent most consonant sounds in multisyllabic words
- Include some vowels, although not always the right ones

See the full Kinsey Developmental Writing Scale [Here](#).

[Kinsey Writing Data Class Sheet](#)

Proficiency Scales

[Find the Kindergarten Proficiency Scales here.](#)

Assessments

Quarterly assessment will be used to monitor student progress.

[Power Words Assessed Cycle 4-7](#)

[K.RF.4.2 CVC Words revised](#)

Enduring Understandings

- Letter sounds are blended to make words.
- Readers use multiple strategies when reading and understanding a text.

Essential Questions

- What is the difference between living and non-living organisms?
- What is the difference between plants and animals?
- How can you identify and describe the savanna ecosystem?

<ul style="list-style-type: none">Asking questions about what I read helps me to understand the text and make predictions.		<ul style="list-style-type: none">How do savanna animals’ characteristics allow them to survive in their environment?How do savanna plants’ characteristics allow them to survive in their environment?Which animal would eat ____?	
<u>Key Concepts</u> K.RF.4.2 <ul style="list-style-type: none">I can blend sounds to make a word. K.RF.4.4 <ul style="list-style-type: none">I can read high-frequency sight words.	<u>Related Concepts</u> K.ML.2.1 <ul style="list-style-type: none">I can name signs and logos in my community.I can identify commercials and advertisements. K.RL.2.4 <ul style="list-style-type: none">I can predict what will happen next in a story.	<u>Vocabulary</u> K.RF.4.2 <ul style="list-style-type: none">blendconsonantvowelword K.RF.4.4 <ul style="list-style-type: none">high-frequency wordreadsight K.ML.2.1 <ul style="list-style-type: none">advertisementcommercialidentifylogorecognizesign K.RL.2.4 <ul style="list-style-type: none">prediction	
<u>Resources</u>			
<u>ARC Resources</u> <ul style="list-style-type: none">Read Aloud Immersion Collection			
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u>	
<u>Reflection</u>			
<u>Data Analysis</u>		<u>Celebrations/Changes</u>	

Cycle 8

General Description of the Unit

Forests, oceans: Through exploration, students will identify and describe the animals, plants, adaptations and food webs that exist in both the forest and ocean ecosystems. Students will be able to determine the main topic and give key details of a read-aloud with teacher support.

Priority Standards

- K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).
- K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.

Foundational Skills - 1G

Phonological Awareness:

Week 1: Initial phoneme Heggerty Lesson 22

Week 2: Blending phonemes Heggerty Lesson 23

Week 3: Blending phonemes Heggerty Lesson 24

Heggerty Nursery Rhyme

Week 22 [Jack and Jill](#)

Week 23 Review Rhymes

Week 24 [Star Light Star Bright](#)

Phonics:

Week 1: cvc (using word family -op)

Week 2: cvc (using word family -ot)

Week 3: cvc (using word family -og)

Word Study

Week 1: not, into, as

Week 2: does, but, or

Week 3: goes, from, new *bonus word "stop"

Supporting Standards

- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

Writing Focus

K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.

Writing Supporting Standards

K.W.4: Apply the writing process to-

with support, revise writing by adding simple details.

Use available technology to produce and publish writing.

K.W.6.1e Recognizing that there are different types of sentences

K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I.

K.W.6.2b Punctuation-Recognizing and naming end punctuation.

K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.

Writing Expectations

Students will transition to phonics-based spelling drawing on their phonemic awareness.

Students will write and draw every day.

Students will draw or write to answer a prompt, making purposeful decisions about what to write.

J. Words: Phonetic

- Initial consonant
- Final consonant
- Medial sound
- Vowels

Writers have concepts of words and letters. The words are evident although they may not be separated by spaces at first. Students learn to use beginning, then ending, then medial consonant sounds, then vowels. Most words are spelled phonetically, although a few high-frequency words may be spelled correctly. Often a mix of upper- and lowercase letters. Some use of punctuation. Writing is very readable.

- Use letter/sound knowledge in attempting to write words
- Use spaces between words. Spaces may vary.
- Use conventional spelling for 5–10 high-frequency words
- Begin to use lowercase letters appropriately
- Use beginning and ending consonant sounds in one syllable words
- Represent most consonant sounds in multisyllabic words
- Include some vowels, although not always the right ones

See the full Kinsey Developmental Writing Scale [Here](#).

Kinsey Writing Data Class Sheet

Proficiency Scales

[Find the Kindergarten Proficiency Scales here.](#)

Assessments

Quarterly assessment will be used to monitor student progress.

[K.RL.2.2 Formative Assessment](#)

[K.RF. 4.4 Power Words 2G](#)

Enduring Understandings

- Letter sounds are blended to make words.
- Readers use multiple strategies when reading and understanding a text.
- Readers can use details to retell a story including the beginning, middle, and end.

Essential Questions

- How can you identify and describe the forest ecosystem?
- How do forest animals' characteristics allow them to survive in their environment?
- How do forest plants' characteristics allow them to survive in their environment?
- How can you identify and describe the ocean ecosystem?
- Which animal would eat _____?

Key Concepts

K.RF.4.2

- I can blend sounds to make a word.

K.RF.4.4

- I can read high-frequency sight words.

K.RL.2.2

- I can retell a story, poem, or nursery rhyme.
- I can provide details from the story, poem, or nursery rhyme.

Related Concepts

K.RL.4.1

- I can describe how illustrations help support the story.

K.RL.4.2

- I can compare and contrast the adventures and experiences of characters in familiar stories.

Vocabulary

K.RF.4.2

- blend
- consonant
- vowel
- word

K.RF.4.4

- high-frequency word
- read
- sight

K.RL.2.2

- key detail
- nursery rhyme
- poem
- retell
- story

K.RL.4.1

- describe
- illustration

K.RL.4.2

- character

		<ul style="list-style-type: none">• compare• contrast
<u>Resources</u>		
<u>ARC Resources</u>		
<ul style="list-style-type: none">• Read Aloud Immersion Collection		
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u>
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Cycle 9

General Description of the Unit

Deserts and rainforests: Through exploration, students will identify and describe the animals, plants, adaptations and food webs that exist in both the desert and rainforest ecosystems. Students will be able to retell about a read-aloud with teacher support.

Priority Standards

- K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.
- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).
- K.RL.2.3: Identify important elements of a text (e.g., characters, **settings, or events**).

Foundational Skills - 1G

Phonological Awareness:

Week 1: Segmenting 2-3 phonemes Heggerty Lesson 25

Week 2: Segmenting 2-3 phonemes Heggerty Lesson 26

Week 3: Intro segmenting phonemes Heggerty Lesson 27

Heggerty Nursery Rhyme

Week 25 [One Two Buckle My Shoe](#)

Week 26 [Mary Had a Little Lamb](#)

Week 27 [It's Raining It's Pouring](#)

Phonics

Week 1: cvc (using word family -ug)

Week 2: cvc (using word family -ut)

Week 3: cvc (using word family -up)

Word Study

Week 1: if, some, take

Week 2: your, boy, girl

Week 3: his, her, fun bonus word * "house"

Supporting Standards

- K.RN.3.1 Identify text features of a nonfiction text (title, author, illustration) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2 Recognize that nonfiction text can be structured to describe a topic
- K.RN.4.1 With support, identify the reasons an author gives to support points in a text.

Writing Focus

K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.

Writing Supporting Standards

K.W.4: Apply the writing process to-
with support, revise writing by adding simple details.
Use available technology to produce and publish writing.

K.W.6.1e Recognizing that there are different types of sentences
K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I.
K.W.6.2b Punctuation-Recognizing and naming end punctuation.
K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.

Writing Expectations

Students will transition to phonics-based spelling drawing on their phonemic awareness.

Students will write and draw every day.

Students will draw or write to answer a prompt, making purposeful decisions about what to write.

J. Words: Phonetic

- Initial consonant
- Final consonant
- Medial sound
- Vowels

Writers have concepts of words and letters. The words are evident although they may not be separated by spaces at first. Students learn to use beginning, then ending, then medial consonant sounds, then vowels. Most words are spelled phonetically, although a few high-frequency words may be spelled correctly. Often a mix of upper- and lowercase letters. Some use of punctuation. Writing is very readable.

- Use letter/sound knowledge in attempting to write words
- Use spaces between words. Spaces may vary.
- Use conventional spelling for 5–10 high-frequency words
- Begin to use lowercase letters appropriately
- Use beginning and ending consonant sounds in one syllable words
- Represent most consonant sounds in multisyllabic words
- Include some vowels, although not always the right ones

See the full Kinsey Developmental Writing Scale [Here](#).

[Kinsey Writing Data Class Sheet](#)

<u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.		<u>Assessments</u> Quarterly assessment will be used to monitor student progress. K.RL.2.3 Settings and Events Assessment K.RF. 4.4 Power Words 2G
<u>Enduring Understandings</u> <ul style="list-style-type: none"> Letter sounds are blended to make words. Readers use multiple strategies when reading and understanding a text. Readers recognize that there are common elements in a story. 		<u>Essential Questions</u> <ul style="list-style-type: none"> How can you identify and describe the desert ecosystem? How do rainforest/desert animals' characteristics allow them to survive in their environment? How do rainforest/desert plants' characteristics allow them to survive in their environment? How can you identify and describe the rainforest ecosystem? What animals eat _____?
<u>Key Concepts</u> K.RF.4.2 <ul style="list-style-type: none"> I can blend sounds to make a word. K.RF.4.4 <ul style="list-style-type: none"> I can read high-frequency sight words. K.RL.2.3 <ul style="list-style-type: none"> I can identify the main character(s) in a story. I can identify the setting of a story. I can identify the problem and solution of the story. I can tell what happened in the story. 	<u>Related Concepts</u> K.RN.3.1 <ul style="list-style-type: none"> I can identify text features in a nonfiction text. I can describe why text features are important. K.RN.3.2 <ul style="list-style-type: none"> I can recognize how a nonfiction text is structured. I can use the organization of a nonfiction text to help me understand the topic. K.RN.4.1 <ul style="list-style-type: none"> I can identify the support an author gives for their topic. 	<u>Vocabulary</u> K.RF.4.4 <ul style="list-style-type: none"> high-frequency word read sight K.RL.2.2 <ul style="list-style-type: none"> key detail nursery rhyme poem retell story K.RL.2.3 <ul style="list-style-type: none"> character event identify setting K.RN.3.1 <ul style="list-style-type: none"> author describe identify illustration nonfiction text relationship text feature

		<ul style="list-style-type: none"> • title K.RN.3.2 <ul style="list-style-type: none"> • nonfiction text • recognize • topic K.RN.4.1 <ul style="list-style-type: none"> • identify • nonfiction text • reason • support
<u>Resources</u>		
<u>ARC Resources</u> <ul style="list-style-type: none"> • Read Aloud Immersion Collection • Story Elements Graphic Organizer use page 6 for assessment 		
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u>
<u>Reflection</u>		
<u>Data Analysis</u>	<u>Celebrations/Changes</u>	

Kindergarten
Unit 4

Cycles of Learning <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
K.W.5	<u>Cycle 10</u>	March 8 -April 7 (18 days)	K.RN.2.2 K.RF.4.4	K.RF.3.5 K.RF.5
	<u>Cycle 11</u>	April 8- May 4 (18 days)	K.RF.4.4	K.RN.2.3 K.RV.2.4
	<u>Cycle 12</u>	May 5- May 28 (19 days)	K.RF.4.4	K.RV.3.1 K.RV.3.2

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 10

General Description of the Unit

Intro to entomology, insects: Through exploration, students will describe the characteristics, behaviors and the life cycle of insects, focusing on the butterfly life cycle.

Priority Standards

- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).
- K.RN.2.2: With support, retell the main idea and key details of a text.

Foundational Skills - 1G

Phonological Awareness:

Week 1: Phoneme addition Heggerty Lesson 28

Week 2: Phoneme addition Heggerty Lesson 29

Week 3: Phoneme addition Heggerty Lesson 30

Heggerty Nursery Rhyme

Week 28 [One, Two Buckle my Shoe](#)

Week 29 [Mary, Mary Quite Contrary](#)

Week 30 [There Was an Old Woman Who Lived in a Shoe](#)

Phonics

Week 1: cvc (using word family -et)

Week 2: cvc (using word family -ed)

Week 3: cvc (using word family -en)

Word Study

Week 1: many, too, would

Week 2: over, give, put

Week 3: off, make, going *bonus word "home"

Supporting Standards

- K.RF.3.5: Add, delete, or substitute sounds to change one-syllable words.
- K.RF.5: Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

Writing Focus

K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

Writing Supporting Standards

K.W.4: Apply the writing process to-
with support, revise writing by adding simple details.
Use available technology to produce and publish writing.

	<p>K.W.6.1a Nouns/Pronouns-Writing sentences that include singular and/or plural nouns</p> <p>K.W.6.1b Verbs-Writing sentences that include verbs</p> <p>K.W.6.1e Recognizing that there are different types of sentences</p> <p>K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I.</p> <p>K.W.6.2b Punctuation-Recognizing and naming end punctuation.</p> <p>K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.</p>
<p><u>Writing Expectations</u></p> <p>Students will transition to phonics-based spelling drawing on their phonemic awareness.</p> <p>Students will write and draw every day.</p> <p>Students will draw or write to answer a prompt, making purposeful decisions about what to write.</p> <p>K. Sentence (at least one)</p> <p>One basically complete sentence approaches conventional spelling and is easily readable by another person. May also be a list of sentences in pattern form (I went to the store. I went to the park...).</p> <ul style="list-style-type: none"> • Use simple sentences to convey ideas • Use appropriate consistent spacing between words • Use logical phonics-based spelling for unknown words • Use conventional spelling for 20–50 high-frequency words • Use basic punctuation and capitalization <p>See the full Kinsey Developmental Writing Scale Here.</p> <p>Kinsey Writing Data Class Sheet</p>	
<p><u>Proficiency Scales</u></p> <p>Find the Kindergarten Proficiency Scales here.</p>	<p><u>Assessments</u></p> <p>Quarterly assessment will be used to monitor student progress.</p> <p>K.RN.2.2 Formative Assessments</p> <p>K.RF. 4.4 Power Words 2G</p> <p>K.RN.2.2 Bee passage</p>

<u>Enduring Understandings</u> <ul style="list-style-type: none"> • Good readers use multiple strategies to help them decode and understand text. • Writers write for many different purposes. • Good readers and writers can identify key details that support the main idea. • It is important to read multiple texts on a topic in order to build understanding. 		<u>Essential Questions</u> <ul style="list-style-type: none"> • What are ways you can distinguish between types of bugs? • What is the difference between animals that are insects and animals that are not? • How do insects' body parts and behaviors allow them to thrive in their environment? • How would you describe the life cycle of various insects?(use the terms egg, nymph, larva, pupa and adult.) • What is the life cycle of butterflies? (explain the steps)
<u>Key Concepts</u> K.RF.4.4 <ul style="list-style-type: none"> • I can read high-frequency sight words. K.RN.2.2 <ul style="list-style-type: none"> • I can retell the main idea of a nonfiction text. • I can retell key details of a nonfiction text. 	<u>Related Concepts</u> K.RF.3.5 <ul style="list-style-type: none"> • I can add sounds to change single-syllable words. • I can delete sounds to change single-syllable words. • I can replace sounds to change single-syllable words. K.RF.5 <ul style="list-style-type: none"> • I can read smoothly. • I can read so others can understand me. • I can read words correctly. • I can self-correct my reading if it doesn't sound right. 	<u>Vocabulary</u> K.RF.4.4 <ul style="list-style-type: none"> • high-frequency word • read • sight K.RN.2.2 <ul style="list-style-type: none"> • key details • main idea • nonfiction text • retell K.RF.3.5 <ul style="list-style-type: none"> • delete • substitute • word K.RF.5 <ul style="list-style-type: none"> • pace • read • text
<u>Resources</u>		
<u>ARC Resources</u> <ul style="list-style-type: none"> • Read Aloud Immersion Collection 		
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u>
<u>Reflection</u>		

<u>Data Analysis</u>	<u>Celebrations/Changes</u>
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Cycle 11

General Description of the Unit

Social insects, spiders: Students will be able to describe how social insects (bees and ants) work together to thrive in their environment and they will also be able to describe the life cycles of both ants and bees. Then students will delve into the world of spiders by describing their characteristics, behaviors, webs and their life cycle.

Priority Standards

- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).

Foundational Skills - 1G

Phonological Awareness:

Week 1: Phoneme deletion Heggerty Lesson 31

Week 2: Phoneme deletion Heggerty Lesson 32

Week 3: Phoneme deletion Heggerty Lesson 33

Heggerty Nursery Rhyme

Week 31 [A Tisket A Tasket](#)

Week 32 [Wee Wilie Winkie](#)

Week 33 Review Rhymes

Phonics

Week 1: Introduce r blends

Week 2: Introduce l blends

Week 3: CVCE-ake, -ike

Word Study (*Goal is for all students to be secure in all 1G Power Words*)

Week 1: came, jump, them

Week 2: when, oh, says

Week 3: eat, play, him *bonus word "happy"

Supporting Standards

- K.RN.2.3 With support, retell the main idea and key details of a text.
- K.RV.2.4 Recognize frequently occurring inflections (look, looks)

Writing Focus

K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate

Writing Supporting Standards

K.W.4: Apply the writing process to-
with support, revise writing by adding simple details.
Use available technology to produce and publish writing.

<p>texts, personal experiences, or people as sources of information on a topic.</p>	<p>K.W.6.1a Nouns/Pronouns-Writing sentences that include singular and/or plural nouns K.W.6.1b Verbs-Writing sentences that include verbs K.W.6.1e Recognizing that there are different types of sentences K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I. K.W.6.2b Punctuation-Recognizing and naming end punctuation. K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.</p>
<p><u>Writing Expectations</u> Students will transition to phonics-based spelling drawing on their phonemic awareness. Students will write and draw every day. Students will draw or write to answer a prompt, making purposeful decisions about what to write.</p> <p>K. Sentence (at least one)</p> <p>One basically complete sentence approaches conventional spelling and is easily readable by another person. May also be a list of sentences in pattern form (I went to the store. I went to the park...).</p> <ul style="list-style-type: none"> • Use simple sentences to convey ideas • Use appropriate consistent spacing between words • Use logical phonics-based spelling for unknown words • Use conventional spelling for 20–50 high-frequency words • Use basic punctuation and capitalization <p>See the full Kinsey Developmental Writing Scale Here.</p> <p>Kinsey Writing Data Class Sheet</p>	
<p><u>Proficiency Scales</u> Find the Kindergarten Proficiency Scales here.</p>	<p><u>Assessments</u> Quarterly assessment will be used to monitor student progress.</p> <p><u>K.RF. 4.4 Power Words 2G</u></p>
<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Good readers use multiple strategies to help them decode and understand text. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How is the life cycle of different species similar/different? • What are life cycles?

<ul style="list-style-type: none">Writers write for many different purposes (invitation, list, menus, schedules, posters, etc.).		<ul style="list-style-type: none">How do bees and ants work together to thrive in their environment?What are the roles and responsibilities of different bees or ants?How do spiders differ from insects in body structure?Why do spiders have webs?How do spiders' body structure and behavior allow them to thrive in their environment?	
<u>Key Concepts</u> K.RF.4.4 <ul style="list-style-type: none">I can read high-frequency sight words.	<u>Related Concepts</u> K.RN.2.3 <ul style="list-style-type: none">I can describe the connection between two individuals in a nonfiction text.I can describe the connection between events in a nonfiction text.I can describe the connection between ideas in a nonfiction text.I can describe the connection between pieces of information in a nonfiction text. K.RV.2.4 <ul style="list-style-type: none">I can recognize words with different endings.	<u>Vocabulary</u> K.RF.4.4 <ul style="list-style-type: none">high-frequency wordreadsight K.RN.2.3 <ul style="list-style-type: none">connectiondescribeinformationnonfiction text K.RV.2.4 <ul style="list-style-type: none">inflectional endingrecognize	
<u>Resources</u>			
<u>ARC Resources</u> <ul style="list-style-type: none">Read Aloud Immersion Collection			
<u>Supplemental Fiction Texts</u>	<u>Supplemental Nonfiction Texts</u>	<u>Supplemental Media, Music, Art, and other Resources</u>	
<u>Reflection</u>			
<u>Data Analysis</u>		<u>Celebrations/Changes</u>	

Cycle 12

General Description of the Unit

Why we need bugs: Through extensive exploration, students will describe the survival relationships of insects to other living things and explain their overall importance in this world.

Priority Standards

- K.RF.4.4: Read common high-frequency words by sight (e.g. a, my).

Foundational Skills - 1G

Phonological Awareness:

Week 1: Phoneme substitution Heggerty Lesson 34

Week 2: Phoneme substitution Heggerty Lesson 35

Week 3: Phoneme substitution Heggerty Post Screener

Heggerty Nursery Rhyme

Week 34 Review Student Favorites

Week 35 Review Student Favorites

Week 36 Review Student Favorites

Phonics

Week 1: Introduce s- and tw- blends

Week 2: sh, th

Week 3: wh, ch

Word Study

Week 1: then, day about

Week 2: out, how, saw

Week 3: these, now , good ***bonus word “animal”**

Supporting Standards

- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RV.3.2 With support, ask and answer questions about unknown words in nonfiction text.

Writing Focus

K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

Writing Supporting Standards

K.W.4: Apply the writing process to-

with support, revise writing by adding simple details.

Use available technology to produce and publish writing.

K.W.6.1a Nouns/Pronouns-Writing sentences that include singular and/or plural nouns

K.W.6.1b Verbs-Writing sentences that include verbs

	<p>K.W.6.1e Recognizing that there are different types of sentences</p> <p>K.W.6.2a Capitalization- Capitalizing the first word in a sentence and the pronoun I.</p> <p>K.W.6.2b Punctuation-Recognizing and naming end punctuation.</p> <p>K.W.6.2c Spelling-Spelling simple words phonetically, drawing on phonemic awareness.</p>
<p><u>Writing Expectations</u></p> <p>Students will transition to phonics-based spelling drawing on their phonemic awareness.</p> <p>Students will write and draw every day.</p> <p>Students will draw or write to answer a prompt, making purposeful decisions about what to write.</p> <p>K. Sentence (at least one)</p> <p>One basically complete sentence approaches conventional spelling and is easily readable by another person. May also be a list of sentences in pattern form (I went to the store. I went to the park...).</p> <ul style="list-style-type: none"> • Use simple sentences to convey ideas • Use appropriate consistent spacing between words • Use logical phonics-based spelling for unknown words • Use conventional spelling for 20–50 high-frequency words • Use basic punctuation and capitalization <p>See the full Kinsey Developmental Writing Scale Here.</p> <p>Kinsey Writing Data Class Sheet</p>	
<p><u>Proficiency Scales</u></p> <p>Find the Kindergarten Proficiency Scales here.</p>	<p><u>Assessments</u></p> <p>Quarterly assessment will be used to monitor student progress.</p> <p>K.RF.4.4 Power Words 2G</p>
<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Good readers use multiple strategies to help them decode and understand texts. • Readers recognize when they encounter an unknown word and ask questions. • Writers write to share what they’ve learned. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can you show the relationship between bugs and other living things on a food web? • How do plants and bugs need each other to survive? • How do people need bugs to survive?

<p><u>Key Concepts</u> K.RF.4.4</p> <ul style="list-style-type: none"> I can read high-frequency sight words. 	<p><u>Related Concepts</u> K.RV.3.1</p> <ul style="list-style-type: none"> I can ask questions about the meaning of unknown words. I can answer questions about the meaning of unknown words. <p>K.RV.3.2</p> <ul style="list-style-type: none"> I can ask questions about the meaning of unknown words. I can answer questions about the meaning of unknown words. 	<p><u>Vocabulary</u> K.RF.4.4</p> <ul style="list-style-type: none"> high-frequency word read sight <p>K.RV.3.1</p> <ul style="list-style-type: none"> context clue picture clue <p>K.RV.3.2</p> <ul style="list-style-type: none"> context clue picture clue
<p><u>Resources</u></p>		
<p><u>ARC Resources</u></p> <ul style="list-style-type: none"> Read Aloud Immersion Collection 		
<p><u>Supplemental Fiction Texts</u></p>	<p><u>Supplemental Nonfiction Texts</u></p>	<p><u>Supplemental Media, Music, Art, and other Resources</u></p>
<p><u>Reflection</u></p>		
<p><u>Data Analysis</u></p>	<p><u>Celebrations/Changes</u></p>	