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| **Content Area** | Reading, Writing, and Communicating | **Grade Level** | Kindergarten |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Oral Expression and Listening
 | 1. Oral communication skills are built within a language-rich environment
 | RWC10-GR.k-S.1-GLE.1 |
| 1. Communication relies on effective verbal and nonverbal skills
 | RWC10-GR.k-S.1-GLE.2 |
| 1. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness
 | RWC10-GR.k-S.1-GLE.3 |
| 1. Reading for All Purposes
 | 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading
 | RWC10-GR.k-S.2-GLE.1 |
| 1. A concept of print to read and a solid comprehension of informational text are the building blocks for reading
 | RWC10-GR.k-S.2-GLE.2 |
| 1. Decoding words in print requires alphabet recognition and knowledge of letter sounds
 | RWC10-GR.k-S.2-GLE.3 |
| 1. Writing and Composition
 | 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas
 | RWC10-GR.k-S.3-GLE.1 |
| 1. Appropriate mechanics and conventions are used to create simple texts
 | RWC10-GR.k-S.3-GLE.2 |
| 1. Research and Reasoning
 | 1. A variety of locations must be explored to find information that answers questions of interest
 | RWC10-GR.k-S.4-GLE.1 |
| 1. Identify purpose, information and question an issue
 | RWC10-GR.k-S.4-GLE.2 |
| 1. Quality of thinking depends on the quality of questions
 | RWC10-GR.k-S.4-GLE.3 |
| **Colorado 21st Century Skills** | **Common Core Reading Foundational Standards** |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | **Print Concepts:** [CCSS.RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) Demonstrate understanding of the organization and basic features of print.[CCSS.RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) Follow words from left to right, top to bottom, and page by page.[CCSS.RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) Recognize that spoken words are represented in written language by specific sequences of letters.[CCSS.RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) Understand that words are separated by spaces in print.[CCSS.RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) Recognize and name all upper- and lowercase letters of the alphabet.**Phonological Awareness:** [CCSS.RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).[CCSS.RF.K.2a](http://www.corestandards.org/ELA-Literacy/RF/K/2/a/) Recognize and produce rhyming words.[CCSS.RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) Count, pronounce, blend, and segment syllables in spoken words.[CCSS.RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) Blend and segment onsets and rimes of single-syllable spoken words.[CCSS.RF.K.2d](http://www.corestandards.org/ELA-Literacy/RF/K/2/d/) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/, or /x/.)[CCSS.RF.K.2e](http://www.corestandards.org/ELA-Literacy/RF/K/2/e/) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**Phonics and Word Recognition:** [CCSS.RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/) Know and apply grade-level phonics and word analysis skills in decoding words.[CCSS.RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.[CCSS.RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.[CCSS.RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).[CCSS.RF.K.3d](http://www.corestandards.org/ELA-Literacy/RF/K/3/d/) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**Fluency:** [CCSS.RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) Read emergent-reader texts with purpose and understanding. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Similarities and Differences | 6-8 weeks | 1 |
| Reading our World | 6-8 weeks | 2 |
| Learning thought Inquiry | 6-8 weeks | 3 |
| Telling our Story | 6-8 weeks | 4 |

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| **Unit Title** | Similarities and Differences | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Similarities and Differences | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.k-S.1-GLE.1RWC10-GR.k-S.1-GLE.2RWC10-GR.k-S.1-GLE.3RWC10-GR.k-S.2-GLE.1RWC10-GR.k-S.2-GLE.2RWC10-GR.k-S.2-GLE.3 | RWC10-GR.k-S.3-GLE.1RWC10-GR.k-S.3-GLE.2RWC10-GR.k-S.4-GLE.1RWC10-GR.k-S.4-GLE.2RWC10-GR.k-S.4-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Why is it important to learn new words? (RWC10-GR.k -S.1-GLE.1-EO.f)
* When talking to a partner, why is it important to speak clearly and use words the person understands? (RWC10-GR.k -S.1-GLE.1-EO.c)
* How are you similar or different from others? (RWC10-GR.k -S.1-GLE.1-EO.a) and (RWC10-GR.k -S.2-GLE.1)
 |
| **Unit Strands** | Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| thoughts, meanings, ideas, conversations, letters, sounds, compare and contrast | phonics, fluency, phonological awareness, vocabulary, comprehension | phonics, fluency, phonological awareness, vocabulary, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Word decoding requires alphabet recognition and knowledge of letter sounds. (RWC10-GR.k -S.2-GLE.3)\* | Do letters have only one sound? Give examples. (RWC10-GR.k -S.2-GLE.3-EO.b, d) | Why do we need to be able to decode words? |
| Solid phonological awareness skills allow students to begin learning to read. (RWC10-GR.k -S.1-GLE.3)\* | What does it mean to segment a word? (RWC10-GR.k -S.1-GLE.3-EO.e-g)What does it mean to blend a word? (RWC10-GR.k -S.1-GLE.3-EO.d) | How is phonological awareness used when we read? (RWC10-GR.k -S.1-GLE.3; S.2-GLE.3-EO.b) |
| Concept of word predicts later reading success. (RWC10-GR.k -S.2-GLE.3)\* | What is Concept of Word? Why are the sounds and letters in words important? (RWC10-GR.k -S.2-GLE.3-N.1) | How does accurate finger-pointing help K students as they learn to read?  |
| Clearly expressed communication conveys thoughts, meanings and ideas. (RWC10-GR.k-S.1-GLE.1-EO.c) | What are some ways you communicate with your parents? (RWC10-GR.k-S.1-GLE.1) | How do people communicate?( RWC10-GR.k-S.1-GLE.1 S.1-GLE.2) |
| Environmental print, letters and symbols, help people organize each day. (RWC10-GR.k-S.1-GLE.1-EO.a-d) and (RWC10-GR.k-S.2-GLE.2-EO.b) and (RWC10-GR.k-S.2-GLE.3) | Where do you see environmental print? (RWC10-GR.k-S.2-GLE.1)What is your favorite word you can read on a sign? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2.EO.a) | How does environmental print influence your daily life? (RWC10-GR.k-S1-GLE.1-RA.1-2)  |
| Comparing and contrasting strategies identify similarities and differences in people’s lives. (RWC10-GR.k-S.1-GLE.1-EO.a) and (RWC10-GR.k-S.2-GLE.2-EO.c.iii)  | Identify objects that are similar. Tell me something that is different from your neighbor. (RWC10-GR.k-S.1-GLE.1) and (RWC10-GR.k-S.1-GLE.2) | Why do we compare and contrast?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k -S.2-GLE.3-EO.a)
* The beginning sound of words out of context. (RWC10-GR.k -S.1-GLE.3; S.2-GLE.2) and (RWC10-GR.k -S.2-GLE.3)
* Each letter makes a sound. (RWC10-GR.k -S.2-GLE.2) and (RWC10-GR.k -S.2-GLE.3-EO.a-b)
* Letters make words. (RWC10-GR.k -S.2-GLE.2) and (RWC10-GR.k-S.2-GLE.3-EO.a-b)
* Common signs and symbols in their school and neighborhood. (RWC10-GR.k-S.1-GLE.1-EO.f-j) and (RWC10-GR.k-S.2-GLE.2-EO.b)
* The significance of self-to-text connections for comprehension. (RWC10-GR.k-S.2-GLE.1; S.2-GLE.2)
* The spelling of their first name (through writing). (RWC10-GR.k-S.3-GLE.3)
* Their first and last names when encountered in text. (RWC10-GR.k -S.3-GLE.3)
* Classroom expectations for communication. (RWC10-GR.k -S.1-GLE.2)
 | * Demonstrate understanding of the organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k -S.2-GLE.3-EO.a)
* Follow words from left to right, top to bottom, and page by page. [CCSS: RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) (RWC10-GR.k -S.2-GLE.3-EO.a.i)
* Recognize that spoken words are represented in written language by specific sequences of letters. [CCSS: RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) (RWC10-GR.k -S.2-GLE.3-EO.a.ii)
* Explain that words are separated by spaces in print. [CCSS: RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) (RWC10-GR.k -S.2-GLE3-EO.a.iii)
* Recognize and name all upper- and lowercase letters of the alphabet. [CCSS: RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) (RWC10-GR.k -S.2-GLE.3-EO.a.iv)
* Count, pronounce, blend, and segment syllables in spoken words. [CCSS: RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) (RWC10-GR.k-S.2-GLE.3-EO.b.ii)
* Blend and segment onsets and rimes of single-syllable spoken words. [CCSS: RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) (RWC10-GR.k-S.2-GLE.3-EO.b.iii)
* Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. [CCSS: RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) (RWC10-GR.k -S.2-GLE.3-EO.d.i)
* Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. [CCSS: RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) (RWC10-GR.k -S.2-GLE.3-EO.d.ii)
* Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [CCSS: RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) (RWC10-GR.k -S.2-GLE.3-EO.d.iii)
* Read emergent-reader texts with purpose and understanding. [CCSS: RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) (RWC10-GR.k -S.2-GLE.3-EO.e)
* Recognize and produce rhyming words. (RWC10-GR.k -S.1-GLE.3-EO.a)
* Describe similarities and differences in sounds, letters and words. (RWC10-GR.k -S.2-GLE.3)
* Describe and recognize similarities and differences of familiar people, places, things and events and with prompting and support (RWC10-GR.k -S.1-GLE.1)
* Add drawings or other visual displays to descriptions as desired to provide additional details. (RWC10-GR.k-S.1-GLE.1-EO.b) and (RWC10-GR.k-S.3-GLE.1-EO.a)
* Speak audibly and express thoughts, feelings, and ideas clearly. (RWC10-GR.k-S.1-GLE.1-EO.c)
* Identify real-life connections between words and their use. (RWC10-GR.k-S.1-GLE.1-EO.f)
* Express acquired vocabulary accurately as encountered in books, instruction, and conversation. (RWC10-GR.k-S.1-GLE.1-EO.h-j)
* Draw a self-portrait. (RWC10-GR.k-S.3-GLE.1-EO.a)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“The letter c is similar to the letter k because they both make the same sound.”**“In our community there are symbols to help keep us safe.”* |
| **Academic Vocabulary:** | Tier 1: Me, my, I – etc. (continue to teach these, as needed)Tier 2: Similar, different, communicate, compare, contrast, connection, symbol, title, express, community |
| **Technical Vocabulary:** | Author, illustrator, schema, environmental print, vowels, consonants, letter name/letter sound |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Reading the World / informational Text in Action | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Function/purpose | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.k-S.1-GLE.1RWC10-GR.k-S.1-GLE.2RWC10-GR.k-S.1-GLE.3RWC10-GR.k-S.2-GLE.1RWC10-GR.k-S.2-GLE.2RWC10-GR.k-S.2-GLE.3 | RWC10-GR.k-S.3-GLE.1RWC10-GR.k-S.3-GLE.2RWC10-GR.k-S.4-GLE.1RWC10-GR.k-S.4-GLE.2RWC10-GR.k-S.4-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Explain why informational text is not read like a literary text. (RWC10-GR.k-S.2-GLE.2-IQ.2)
* If the author visited today, what would you ask? (RWC10-GR.k-S.2-GLE.2-EO.b.iii)
* The pictures in this text suggest the story is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (RWC10-GR.k-S.2-GLE.2-EO.c.i)
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| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| innovation, structure, function, design, complexity, balance, facts, compare and contrast, verification | phonics, fluency, phonological awareness, vocabulary, comprehension | phonics, fluency, phonological awareness, vocabulary, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Word decoding requires alphabet recognition and knowledge of letter sounds. (RWC10-GR.k -S.2-GLE.3)\* | Do letters have only one sound? Give examples. (RWC10-GR.k -S.2-GLE.3-EO.b, d) | Why do we need to be able to decode words? |
| Solid phonological awareness skills allow students to begin learning to read. (RWC10-GR.k -S.1-GLE.3)\* | What does it mean to segment a word? (RWC10-GR.k -S.1-GLE.3-EO.e-g)What does it mean to blend a word? (RWC10-GR.k -S.1-GLE.3-EO.d) | How is phonological awareness used when we read? (RWC10-GR.k -S.1-GLE.3; S.2-GLE.3-EO.b) |
| Concept of word predicts later reading success. (RWC10-GR.k -S.2-GLE.3)\* | What is Concept of Word? Why are the sounds and letters in words important? (RWC10-GR.k -S.2-GLE.3-N.1) | How does accurate finger-pointing help K students as they learn to read?  |
| The design of informational texts may increase a text’s complexity, which facilitates the development of knowledgeable human beings. (RWC10-GR.k-S.2-GLE.2) | What differences do you see in the structure of informational texts?  | What makes reading informational texts more complex? How do you know informational text is true? (RWC10-GR.k-S.4-GLE.2) and (RWC10-GR.k-S.4-GLE.3)  |
| Informational texts present unique forms of text structures and functions. (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2)  | What are some key differences between informational and literary texts?  | Why is it important to teach students about the differences between reading narrative and informational text(s)? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2)How do authors get content to write informational text? (RWC10-GR.k-S.4-GLE.2) and (RWC10-GR.k-S.4-GLE.3) |
| Informational texts provide insight into the world and its people. (RWC10-GR.k-S.2-GLE.2-EO.a.iii) | Who are some informational-text authors and their subjects? | Why do people write about different topics? (RWC10-GR.k-S.4-GLE.3)How do informational texts teach us about the world?  |
| Informational texts provide evidence for comparing and contrasting representations of an idea (RWC10-GR.k-S.2-GLE.2-EO.c.iii) and (RWC10-GR.k-S.4-GLE.1) | What features are typical of informational texts?  | How do you know the difference between informational and other forms of text? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.4-GLE.3) |
| Authors organize information to support main ideas (RWC10-GR.k-S.2-GLE.2) | What is an example of an organizational structure author’s use to support main ideas? | How do you identify the main idea of a text? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The organization and basic features of print. (RWC10-GR.k-S.2-GLE.3-EO.a) [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/)
* Grade-level phonics and word analysis skills in decoding words. (RWC10-GR.k-S.2-GLE.3-EO.d) [CCSS: RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/)
* Knowledge of sounds and letters. (RWC10-GR.k-S.1-GLE.3) and (RWC10-GR.k-S.2-GLE.3) and (RWC10-GR.k-S,3-GLE.2)
* The purpose of an informational text (RWC10-GR.k-S.2-GLE.2)
* The text features found specifically in informational text (RWC10-GR.k-S.2-GLE.2)
* The process and importance of forming questions (RWC10-GR.k-S.2-GLE.2-EO.b.i)
* The process and importance of comparing similarities and differences in texts about the same topic (RWC10-GR.k-S.2-GLE.2-EO.C.iii) and (RWC10-GR.k-S.4-GLE.1)
 | * Demonstrate understanding of the organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k -S.2-GLE.3-EO.a)
* Follow words from left to right, top to bottom, and page by page. [CCSS: RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) (RWC10-GR.k -S.2-GLE.3-EO.a.i)
* Recognize that spoken words are represented in written language by specific sequences of letters. [CCSS: RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) (RWC10-GR.k -S.2-GLE.3-EO.a.ii)
* Explain that words are separated by spaces in print. [CCSS: RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) (RWC10-GR.k -S.2-GLE3-EO.a.iii)
* Build vocabulary through use of new words in communicating with others. (RWC10-GR.k-S.1-GLE.1) and (RWC10-GR.k-S.1-GLE.2)
* Recognize and name all upper- and lowercase letters of the alphabet. [CCSS: RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) (RWC10-GR.k -S.2-GLE.3-EO.a.iv)
* Count, pronounce, blend, and segment syllables in spoken words. [CCSS: RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) (RWC10-GR.k-S.2-GLE.3-EO.b.ii)
* Blend and segment onsets and rimes of single-syllable spoken words. [CCSS: RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) (RWC10-GR.k-S.2-GLE.3-EO.b.iii)
* Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. [CCSS: RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) (RWC10-GR.k -S.2-GLE.3-EO.d.i)
* Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. [CCSS: RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) (RWC10-GR.k -S.2-GLE.3-EO.d.ii)
* Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [CCSS: RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) (RWC10-GR.k -S.2-GLE.3-EO.d.iii)
* Read emergent-reader texts with purpose and understanding. [CCSS: RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) (RWC10-GR.k -S.2-GLE.3-EO.e)
* Actively engage in group reading activities with purpose and understanding. (RWC10-GR.k-S.2-GLE.1-EO.d) and (RWC10-GR.k-S.2-GLE.2-EO.d)
* Write expository texts about topics in which students are knowledgeable. (RWC10-GR.k-S.3-GLE.1-EO.b) and (RWC10-GR.k-S.3-GLE.2)
* Explain why informational text is not read like literary text (RWC10-GR.k-S.2-GLE.2-IQ.2)
* Demonstrate comprehension of informational texts (RWC10-GR.k-S.2-GLE.2-EO.a-f)
* Identify frequently occurring verbs and adjectives by relating them to their opposites. (RWC10-GR.k-S.1-GLE.1-EO.e)
* Ask and answer questions about key details and identify the main topic. (RWC10-GR.k-S.2-GLE.2-EO.a)
* Recognize and produce rhyming words. (RWC10-GR.k-S.1-GLE.3-EO.a)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“I can learn how to take care of pandas, what they eat, and where they live from reading \_\_\_\_\_\_\_\_\_\_ informational text.”*  |
| **Academic Vocabulary:** | Tier 1 – I, me, my, and, a, the, to, - etc. (continue to teach these, as needed)Tier 2 - Informational text, purpose, digital tools, opposites, invent, real, pretend, fiction, non-fiction |
| **Technical Vocabulary:** | Phonological awareness, Concept of word, letter names / letter sounds |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Learning through Inquiry | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Discovery | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.k-S.1-GLE.1RWC10-GR.k-S.1-GLE.2RWC10-GR.k-S.1-GLE.3RWC10-GR.k-S.2-GLE.1RWC10-GR.k-S.2-GLE.2RWC10-GR.k-S.2-GLE.3 | RWC10-GR.k-S.3-GLE.1RWC10-GR.k-S.3-GLE.2RWC10-GR.k-S.4-GLE.1RWC10-GR.k-S.4-GLE.2RWC10-GR.k-S.4-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Is there an answer for every question? (RWC10-GR.k-S.4-GLE.3-EO.a)
* How can we find answers to our questions? (RWC10-GR.k-S.4-GLE.3-EO.a)
* How is questioning helpful to learners? (RWC10-GR.k-S.4-GLE.1-IQ.4)
* How can we decide if the information we read is accurate? (RWC10-GR.k-S.2-GLE.1-EO.a) and (RWC10-GR.k-S.2-GLE.2-EO.a)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning, |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Inquiry, Connection, Truth, Initiative, Evidence, Reflection, Infinity | phonics, fluency, phonological awareness, vocabulary, comprehension | phonics, fluency, phonological awareness, vocabulary, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Word decoding requires alphabet recognition and knowledge of letter sounds. (RWC10-GR.k -S.2-GLE.3)\* | Do letters have only one sound? Give examples. (RWC10-GR.k -S.2-GLE.3-EO.b, d) | Why do we need to be able to decode words? |
| Solid phonological awareness skills allow students to begin learning to read. (RWC10-GR.k -S.1-GLE.3)\* | What does it mean to segment a word? (RWC10-GR.k -S.1-GLE.3-EO.e-g)What does it mean to blend a word? (RWC10-GR.k -S.1-GLE.3-EO.d) | How is phonological awareness used when we read? (RWC10-GR.k -S.1-GLE.3; S.2-GLE.3-EO.b) |
| Concept of word predicts later reading success. (RWC10-GR.k -S.2-GLE.3)\* | What is Concept of Word? Why are the sounds and letters in words important? (RWC10-GR.k -S.2-GLE.3-N.1) | How does accurate finger-pointing help K students as they learn to read?  |
| Content can facilitate/drive reflection so that inquiry can provide evidence. (RWC10-GR.k-S.1-GLE.2-EO.b) and (RWC10-GR.k- S.2-GLE.1) and (RWC10-GR.k- S.2-GLE.2) and (RWC10-GR.k-S.3-GLE.1) | What is a form of evidence? (RWC10-GR.k-S.2-GLE.1-EO.c) and (RWC10-GR.k-S.2-GLE.2-EO.c) and (RWC10-GR.k-S.4-GLE.1-EO.b)What some topics which engage you? (RWC10-GR.k-S.4-GLE.2-EO.b) | How does evidence help us as learners? |
| Inquiry gathers evidence and deepens connections with content which allows readers to find answers and consider truth claims. (RWC10-GR.k-S.1-GLE.2-EO.b,c) and (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2) and (RWC10-GR.k-S.3-GLE.1) | In the book Why (Prap), there are several answer to questions. How do you know which answer is true? (RWC10-GR.k-S.2-GLE.1-EO.a) and (RWC10-GR.k-S.2-GLE.2-EO.a)What facts have you learned as a result of inquiry (research)? (RWC10-GR.k-S.4-GLE.2) | How can you make connections with what you are learning? What happens if evidence conflicts? How could inquiry result in changed attitudes/beliefs/perspectives?  |
| Information-processing and analysis leads to new questions and the continuation of the learning cycle. (RWC10-GR.k-S.1-GLE.2-EO.b,c) and (RWC10-GR.k- S.4-GLE.1) | List four things you did today, which one did you like the best? (RWC10-GR.k-S.1-GLE.2-EO.a)What is something about which you can’t stop learning more information? (RWC10-GR.k-S.4-GLE.3) | How do questions help us learn?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The organization and basic features of print. (S.2-GLE.3-EO.a) [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/)
* Grade-level phonics and word analysis skills in decoding words. (S.2-GLE.3-EO.d) [CCSS: RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/)
* Knowledge of sounds and letters. (RWC10-GR.k-S.1-GLE.3) and (RWC10-GR.k-S.2-GLE.3) and (RWC10-GR.k-S.3-GLE.2)
* The difference between facts and questions. (RWC10-GR.k-S.3-GLE.1) and (RWC10-GR.k-S.1-GLE.2-EO.b,c)
* Proper feedback/answers to the question asked. (RWC10-GR.k-S.1-GLE.2-EO.b,c)
* The difference between reliable vs. unreliable information sources. (RWC10-GR.k-S.3-GLE.1)
* The process for determining whether a statement is true. (RWC10-GR.k-2-GLE.2; S.4-GLE.1)
* The differences between questions and statements. (RWC10-GR.k-S.4-GLE.3)
 | * Demonstrate understanding of the organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k -S.2-GLE.3-EO.a)
* Follow words from left to right, top to bottom, and page by page. [CCSS: RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) (RWC10-GR.k -S.2-GLE.3-EO.a.i)
* Recognize that spoken words are represented in written language by specific sequences of letters. [CCSS: RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) (RWC10-GR.k -S.2-GLE.3-EO.a.ii)
* Explain that words are separated by spaces in print. [CCSS: RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) (RWC10-GR.k -S.2-GLE3-EO.a.iii)
* Recognize and name all upper- and lowercase letters of the alphabet. [CCSS: RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) (RWC10-GR.k -S.2-GLE.3-EO.a.iv)
* Count, pronounce, blend, and segment syllables in spoken words. [CCSS: RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) (RWC10-GR.k-S.2-GLE.3-EO.b.ii)
* Blend and segment onsets and rimes of single-syllable spoken words. [CCSS: RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) (RWC10-GR.k-S.2-GLE.3-EO.b.iii)
* Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. [CCSS: RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) (RWC10-GR.k -S.2-GLE.3-EO.d.i)
* Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. [CCSS: RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) (RWC10-GR.k -S.2-GLE.3-EO.d.ii)
* Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [CCSS: RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) (RWC10-GR.k -S.2-GLE.3-EO.d.iii)
* Read emergent-reader texts with purpose and understanding. [CCSS: RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) (RWC10-GR.k -S.2-GLE.3-EO.e)
* Actively engage in group reading activities with purpose and understanding. (RWC10-GR.k-S.2-GLE.1-EO.d) and (RWC10-GR.k-S.2-GLE.2-EO.d)
* Ask, clarify, and answer questions about key details in text and to solve problems (RWC10-GR.k-S.1-GLE.2-EO.b-c) and (RWC10-GR.k-S.4-GLE.1) and (RWC10-GR.k-S.4-GLE.3)
* Actively engage in shared reading of literary and informational text in order to generate questions. (RWC10-GR.k-S.2-GLE.1-EO.d) and (RWC10-GR.k-S.2-GLE.2-EO.d)
* Describe connections between ideas in two different texts. (RWC10-GR.k-S.2-GLE.1; S.2-GLE.2)
* Write informational text and explain source of evidence. (RWC10-GR.k-S.3-GLE.1)
* In shared writing compose questions to post via blog, website, and email to get answers to questions. (RWC10-GR.k-S.3-GLE.1)
* Dictate questions and use a variety of resources. (RWC10-GR.k-S.1-GLE.2-EO.c; S.4-GLE.1)
* Participate in shared research and writing projects. (RWC10-GR.k-S4-GLE.2)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“Some bats bite. I know bats bite because I found the information of the Denver Zoo’s website. The website is written by experts.”* |
| **Academic Vocabulary:** | Tier 1 – I, me, my - etc. (continue to teach these, as needed)Tier 2 - participate, vocabulary, questioning, research |
| **Technical Vocabulary:** | Segment, blend, syllables, initial sound(s), final sound(s), vowel sound(s) – etc.  |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Telling our Story | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Expression | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.k-S.1-GLE.1RWC10-GR.k-S.1-GLE.2RWC10-GR.k-S.1-GLE.3RWC10-GR.k-S.2-GLE.1RWC10-GR.k-S.2-GLE.2RWC10-GR.k-S.2-GLE.3 | RWC10-GR.k-S.3-GLE.1RWC10-GR.k-S.3-GLE.2RWC10-GR.k-S.4-GLE.1RWC10-GR.k-S.4-GLE.2RWC10-GR.k-S.4-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Why do people tell stories? (RWC10-GR.k-S.2.GLE.2-IQ.1)
* How are stories passed on to other people? (books, tapes, poems, videos, songs, wordless books, letters, email, dance, art) (RWC10-GR.k-S.3-GLE.1- N.1)
* Will people always tell stories? (RWC10-GR.k-S.2-GLE.1-N.1)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning, Ask questions, share information and discuss ideas about the past |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Beliefs/Values, Interactions, Perspective, Expression, Communication, Stories | phonics, fluency, phonological awareness, vocabulary, comprehension | phonics, fluency, phonological awareness, vocabulary, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Word decoding requires alphabet recognition and knowledge of letter sounds. (RWC10-GR.k -S.2-GLE.3)\* | Do letters have only one sound? Give examples. (RWC10-GR.k -S.2-GLE.3-EO.b, d) | Why do we need to be able to decode words? |
| Solid phonological awareness skills allow students to begin learning to read. (RWC10-GR.k -S.1-GLE.3)\* | What does it mean to segment a word? (RWC10-GR.k -S.1-GLE.3-EO.e-g)What does it mean to blend a word? (RWC10-GR.k -S.1-GLE.3-EO.d) | How is phonological awareness used when we read? (RWC10-GR.k -S.1-GLE.3; S.2-GLE.3-EO.b) |
| Concept of word predicts later reading success. (RWC10-GR.k -S.2-GLE.3)\* | What is Concept of Word? Why are the sounds and letters in words important? (RWC10-GR.k -S.2-GLE.3-N.1) | How does accurate finger-pointing help K students as they learn to read?  |
| Stories express important ideas, feelings and experiences to deepen personal perspectives. (RWC10-GR.k-S.3-GLE.1) | What are two connections between this book and your life? (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2)How does the character show their feelings? (S.2-GLE.1) | How will storytelling change in the future? (RWC10-GR.k-S.3-GLE.2) and (RWC10-GR.k-S.3-GLE.2- RA.1-2) and (RWC10-GR.k-S.3-GLE.1-RA.1-2) |
| Experiences and background information influence beliefs and values individuals bring to and communicate through stories. (RWC10-GR.k-S.3-GLE.1) | What background or schema do you bring to this story? What are some ways of communicating? (RWC10-GR.k-S.3-GLE.1) and (RWC10-GR.k-S.3-GLE.1-N.1) | How do you acquire schema? (RWC10-GR.k-S.3-GLE.1-RA.1.2) |
| Stories, told in various ways, satisfy the human need for social interaction. (RWC10-GR.k-S.1-GLE.1) and (RWC10-GR.k-S.3-GLE.1) | What are your favorite stories to listen to? What stories have your parents shared with you about when they were growing up?  | How do people choose the type of stories they want to read or write?  |
| Text provides the visual organization of the basic features of print. (RWC10-GR.k-S.2-GLE.3; S.3-GLE.2) | Where do you see letters? How many sounds are in \_\_\_\_\_\_\_\_\_\_\_\_\_(word)? (RWC10-GR.k-S.2-GLE.3-EO.b) | How are letters and sounds used in the world around you? (RWC10-GR.k-S.2-GLE.3) and (RWC10-GR.k-S.2-GLE.3-IQ.5) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k-S.2-GLE.3-EO.a)
* Grade-level phonics and word analysis skills in decoding words. [CCSS: RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/) (RWC10-GR.k-S.2-GLE.3-EO.d)
* Knowledge of sounds and letters. (RWC10-GR.k-S.1-GLE.3) and (RWC10-GR.k-S.2-GLE.3) and (RWC10-GR.k-S.3-GLE.2)
* The definition of author, illustrator, and perspective. (RWC10-GR.k-S.2-GLE.1-EO.b.iii)
* The process of writing a story. (drawings, labeling, captions, phrases, sentences) (RWC10-GR.k-S.3-GLE.1)
* The part of a book (the front and back cover and title page). (RWC10-GR.k-S.2-GLE.3-EO.a)
* The steps required to compare and contrast. (RWC10-GR.k-S.2-GLE.1-EO.c.ii) and (RWC10-GR.k-S.2-GLE.2-EO.c.iii)
 | * Demonstrate understanding of the organization and basic features of print. [CCSS: RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) (RWC10-GR.k -S.2-GLE.3-EO.a)
* Follow words from left to right, top to bottom, and page by page. [CCSS: RF.K.1a](http://www.corestandards.org/ELA-Literacy/RF/K/1/a/) (RWC10-GR.k -S.2-GLE.3-EO.a.i)
* Recognize that spoken words are represented in written language by specific sequences of letters. [CCSS: RF.K.1b](http://www.corestandards.org/ELA-Literacy/RF/K/1/b/) (RWC10-GR.k -S.2-GLE.3-EO.a.ii)
* Explain that words are separated by spaces in print. [CCSS: RF.K.1c](http://www.corestandards.org/ELA-Literacy/RF/K/1/c/) (RWC10-GR.k -S.2-GLE3-EO.a.iii)
* Recognize and name all upper- and lowercase letters of the alphabet. [CCSS: RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) (RWC10-GR.k -S.2-GLE.3-EO.a.iv)
* Count, pronounce, blend, and segment syllables in spoken words. [CCSS: RF.K.2b](http://www.corestandards.org/ELA-Literacy/RF/K/2/b/) (RWC10-GR.k-S.2-GLE.3-EO.b.ii)
* Blend and segment onsets and rimes of single-syllable spoken words. [CCSS: RF.K.2c](http://www.corestandards.org/ELA-Literacy/RF/K/2/c/) (RWC10-GR.k-S.2-GLE.3-EO.b.iii)
* Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. [CCSS: RF.K.3a](http://www.corestandards.org/ELA-Literacy/RF/K/3/a/) (RWC10-GR.k -S.2-GLE.3-EO.d.i)
* Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. [CCSS: RF.K.3b](http://www.corestandards.org/ELA-Literacy/RF/K/3/b/) (RWC10-GR.k -S.2-GLE.3-EO.d.ii)
* Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [CCSS: RF.K.3c](http://www.corestandards.org/ELA-Literacy/RF/K/3/c/) (RWC10-GR.k -S.2-GLE.3-EO.d.iii)
* Read emergent-reader texts with purpose and understanding. [CCSS: RF.K.4](http://www.corestandards.org/ELA-Literacy/RF/K/4/) (RWC10-GR.k -S.2-GLE.3-EO.e)
* Add drawings or other visual displays to descriptions as desired to provide additional details. (RWC10-GR.k-S. 1-GLE.1-EO.b)
* Speak audibly and express thoughts, feelings, and ideas clearly. (RWC10-GR.k-S. 1-GLE.1-EO.c)
* Identify real-life connections between words and their use. (RWC10-GR.k-S.1-GLE.1-EO.f)
* Express words and word meanings as encountered in books, conversation and instruction. (RWC10-GR.k-S. 1-GLE.1-EO.h-j)
* Manipulate and play with words with support. (RWC10-GR.k-S.1-GLE.3) and (RWC10-GR.k-S.2-GLE.3-EO.b)
* Compare and contrast the adventures and experiences of characters in familiar stories. (RWC10-GR.k-S.2-GLE.1-EO.c.ii)
* Emergent reading strategies to help facilitate an understanding of grade appropriate texts. (picture clues, patterns) (RWC10-GR.k-S.2-GLE.1) and (RWC10-GR.k-S.2-GLE.2) and (RWC10-GR.k-S.2-GLE.3)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *I know I should change the way I talk if I am talking to the teacher or principal instead of my friend* |
| **Academic Vocabulary:** | Tier 1 – why, my, mine – etc. (continue to teach these, as needed)Tier 2 - Storytelling, compare, contrast, values, labels, perspective, captions, adventures |
| **Technical Vocabulary:** | Illustrator/illustration, author, narrator, segment, blend, decode, vowels, consonants |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.