

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

Kindergarten

Unit of Study: Reading - Foundational Skill; Writing - Letter Formation, Free Writing, Captions

Pacing: 90 days

Overarching Common Core State Standards:

- **CC.K.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.K.R.F.1.a: Follow words from left to right, top to bottom and page by page.
- CC.K.R.F.1.b: Recognize that spoken words are represented in written language by specific sequences of letter.
- CC.K.R.F.1.c: Understand that words are separated by spaces in print.
- CC.K.R.F.1.d: Recognize and name all upper- and lowercase letters of the alphabet.
- **CC.K.R.F.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
- CC.K.R.F.2.a: Recognize and produce rhyming words.
- CC.K.R.F.2.b: Count, pronounce, blend and segment syllables in spoken words.
- CC.K.R.F.2.c: Blend and segment onsets and rimes of single-syllable spoken words.
- CC.K.R.F.2.d: Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme (CVC) words (excluding CVC words that end in /l/, /r/ or /x/).
- CC.K.R.F.2.e: Add or substitute individual sounds in simple, one-syllable words to make new words.
- **CC.K.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.K.R.F.3.a: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- CC.K.R.F.3.b: Associate the long and short sounds with the common spellings for the five major vowels.
- CC.K.R.F.3.c: Read common high-frequency words by sight.
- CC.K.R.F.3.d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **CC.K.R.F.4: Read emergent-reader texts with purpose and understanding.**

NOTE: Applicable standards from Speaking & Listening and Language sections of grade-level curriculum are also incorporated.

Overarching CT Standards/Grade Level Expectations:

- PK.R.1: Demonstrate book awareness (e.g., hold book upright, turn pages from front of the book to the back, scan pages from top to bottom and left to right)..

- PK.R.3: Recognize familiar printed words
- PK.R.4: Recognize print conveys meaning.
- PK.R.6: Identify spoken words that rhyme
- PK.R.7: Orally produce rhyming words.
- PK.R.8: Segment and blend initial sounds.
- PK.R.12: Identify both upper- and lowercase letters of the alphabet.
- PK.R.13: Recognize familiar letter-sound correspondences.
- PK.R.14: Recognize high-frequency words in isolation (see Kindergarten High Frequency Word List).
- K.R.1: Recognize words are separated by spaces.
- K.R.2: Recognize sentences are made of separate words
- K.R.3: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels, storybooks.
- K.R.4: Distinguish letters from words.
- K.R.5: Identify parts of books, e.g., spine, cover, pages, title, front, back.
- K.R.6: Emergently “read” familiar books, i.e. recognize pictures and print tell a story.
- K.R.7: Track printed words from left to right, demonstrating one-to-one correspondence.
- K.R.8: Produce rhyming words orally in response to spoken words.
- K.R.9: Blend onset and rime to form words.
- K.R.10: Identify spoken words with similar initial sounds.
- K.R.11: Identify spoken words with similar ending sounds.
- K.R.12: Produce groups of words orally that begin with the same initial sounds.
- K.R.13: Segment, isolate and pronounce initial, medial and final sounds of CVC words.
- K.R.15: Substitute initial phoneme sounds.
- K.R.16: Identify the number of syllables in words (up to three syllables).
- K.R.17: Demonstrate letter-sound correspondences for all single consonants.
- K.R.18: Identify letters matched to short vowel sounds.
- K.R.19: Use common consonant sounds with short vowels to decode three letter words.
- K.R.22: Read decodable texts to practice and gain fluency.
- 1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
- 1.R.7: Delete, add and substitute letter sounds in initial position to make different words.

Priority Standards:

- CC.K.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.K.R.F.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).**
- CC.K.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.K.R.F.4: Read emergent-reader texts with purpose and understanding.**

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Organization and basic features of text	Demonstrate understanding	Remembering
Spoken words, syllables and sounds (phonemes)		Remembering
Grade-level phonics and word analysis skills	Know and apply	Remembering
Emergent level text	Read with purpose and understanding	Understanding

Essential Questions	Big Ideas
What do readers and writers know about words?	Readers and writers understand that words are made out of letters and sounds.
What is the purpose of narrative text?	The purpose of narrative text is to entertain readers.
How does a narrative text entertain?	Narrative text tells a story about characters doing something in a specific place.
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does an expository text inform or educate the reader?	Expository text gives factual information about a specific topic through words, illustrations and photographs.