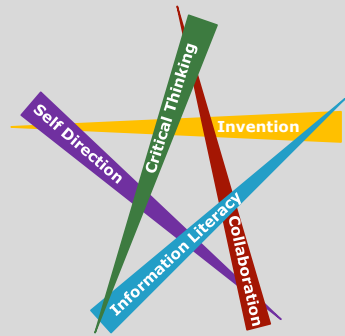


**Curriculum Development Course at a Glance
Planning for Kindergarten Reading, Writing, and Communicating**

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	
	2. Communication relies on effective verbal and nonverbal skills	RWC10-GR.k-S.1-GLE.2	
	3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness	RWC10-GR.k-S.1-GLE.3	
2. 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	
	2. 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	
	3. Decoding words in print requires alphabet recognition and knowledge of letter sounds	RWC10-GR.k-S.2-GLE.3	
3. 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	
	2. Appropriate mechanics and conventions are used to create simple texts	RWC10-GR.k-S.3-GLE.2	
4. 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	
	2. Identify purpose, information and question an issue	RWC10-GR.k-S.4-GLE.2	
	3. Quality of thinking depends on the quality of questions	RWC10-GR.k-S.4-GLE.3	

Colorado 21st Century Skills



- 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*

Common Core Reading Foundational Standards

- Print Concepts:** [CCSS.RF.K.1](#) Demonstrate understanding of the organization and basic features of print.
- [CCSS.RF.K.1a](#) Follow words from left to right, top to bottom, and page by page.
 - [CCSS.RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
 - [CCSS.RF.K.1c](#) Understand that words are separated by spaces in print.
 - [CCSS.RF.K.1d](#) Recognize and name all upper- and lowercase letters of the alphabet.
- Phonological Awareness:** [CCSS.RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- [CCSS.RF.K.2a](#) Recognize and produce rhyming words.
 - [CCSS.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
 - [CCSS.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.
 - [CCSS.RF.K.2d](#) 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](#) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Phonics and Word Recognition:** [CCSS.RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CCSS.RF.K.3a](#) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - [CCSS.RF.K.3b](#) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - [CCSS.RF.K.3c](#) Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - [CCSS.RF.K.3d](#) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Fluency:** [CCSS.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

Curriculum Development Course at a Glance
Planning for Kindergarten Reading, Writing, and Communicating

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

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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.1 RWC10-GR.k-S.1-GLE.2 RWC10-GR.k-S.1-GLE.3 RWC10-GR.k-S.2-GLE.1 RWC10-GR.k-S.2-GLE.2 RWC10-GR.k-S.2-GLE.3	RWC10-GR.k-S.3-GLE.1 RWC10-GR.k-S.3-GLE.2 RWC10-GR.k-S.4-GLE.1 RWC10-GR.k-S.4-GLE.2 RWC10-GR.k-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> 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	

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)

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

<p>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)</p>	<p>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)</p>	<p>How does environmental print influence your daily life? (RWC10-GR.k-S1-GLE.1-RA.1-2)</p>
<p>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)</p>	<p>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)</p>	<p>Why do we compare and contrast?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The organization and basic features of print. CCSS: 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) 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. CCSS: 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 (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 (RWC10-GR.k -S.2-GLE.3-EO.a.ii) • Explain that words are separated by spaces in print. CCSS: RF.K.1c (RWC10-GR.k -S.2-GLE3-EO.a.iii) • Recognize and name all upper- and lowercase letters of the alphabet. CCSS: RF.K.1d (RWC10-GR.k -S.2-GLE.3-EO.a.iv) • Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b (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 (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 (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 (RWC10-GR.k -S.2-GLE.3-EO.d.ii) • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). CCSS: RF.K.3c (RWC10-GR.k -S.2-GLE.3-EO.d.iii) • Read emergent-reader texts with purpose and understanding. CCSS: RF.K.4 (RWC10-GR.k -S.2-GLE.3-EO.e)

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

	<ul style="list-style-type: none"> • 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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<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“The letter c is similar to the letter k because they both make the same sound.”</i> <i>“In our community there are symbols to help keep us safe.”</i></p>
<p>Academic Vocabulary:</p>	<p>Tier 1: Me, my, I – etc. (continue to teach these, as needed) Tier 2: Similar, different, communicate, compare, contrast, connection, symbol, title, express, community</p>
<p>Technical Vocabulary:</p>	<p>Author, illustrator, schema, environmental print, vowels, consonants, letter name/letter sound</p>

*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.

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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.1 RWC10-GR.k-S.1-GLE.2 RWC10-GR.k-S.1-GLE.3 RWC10-GR.k-S.2-GLE.1 RWC10-GR.k-S.2-GLE.2 RWC10-GR.k-S.2-GLE.3	RWC10-GR.k-S.3-GLE.1 RWC10-GR.k-S.3-GLE.2 RWC10-GR.k-S.4-GLE.1 RWC10-GR.k-S.4-GLE.2 RWC10-GR.k-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> 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) 			
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	

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)

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The organization and basic features of print. (RWC10-GR.k-S.2-GLE.3-EO.a) CCSS: 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 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) 	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. CCSS: 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 (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 (RWC10-GR.k-S.2-GLE.3-EO.a.ii) Explain that words are separated by spaces in print. CCSS: RF.K.1c (RWC10-GR.k-S.2-GLE.3-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 (RWC10-GR.k-S.2-GLE.3-EO.a.iv) Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b (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

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

	<p>(RWC10-GR.k-S.2-GLE.3-EO.b.iii)</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. CCSS: RF.K.3a (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 (RWC10-GR.k-S.2-GLE.3-EO.d.ii) • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). CCSS: RF.K.3c (RWC10-GR.k-S.2-GLE.3-EO.d.iii) • Read emergent-reader texts with purpose and understanding. CCSS: 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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<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“I can learn how to take care of pandas, what they eat, and where they live from reading _____ informational text.”</i></p>
<p>Academic Vocabulary:</p>	<p>Tier 1 – I, me, my, and, a, the, to, - etc. (continue to teach these, as needed)</p> <p>Tier 2 - Informational text, purpose, digital tools, opposites, invent, real, pretend, fiction, non-fiction</p>
<p>Technical Vocabulary:</p>	<p>Phonological awareness, Concept of word, letter names / letter sounds</p>

*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.

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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.1 RWC10-GR.k-S.1-GLE.2 RWC10-GR.k-S.1-GLE.3 RWC10-GR.k-S.2-GLE.1 RWC10-GR.k-S.2-GLE.2 RWC10-GR.k-S.2-GLE.3	RWC10-GR.k-S.3-GLE.1 RWC10-GR.k-S.3-GLE.2 RWC10-GR.k-S.4-GLE.1 RWC10-GR.k-S.4-GLE.2 RWC10-GR.k-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • 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	

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?

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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 <u>Why</u> (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?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The organization and basic features of print. (S.2-GLE.3-EO.a) CCSS: RF.K.1 Grade-level phonics and word analysis skills in decoding words. (S.2-GLE.3-EO.d) CCSS: 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-S.2-GLE.2; S.4-GLE.1) The differences between questions and statements. (RWC10-GR.k-S.4-GLE.3) 	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. CCSS: 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 (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 (RWC10-GR.k-S.2-GLE.3-EO.a.ii) Explain that words are separated by spaces in print. CCSS: RF.K.1c (RWC10-GR.k-S.2-GLE3-EO.a.iii) Recognize and name all upper- and lowercase letters of the alphabet. CCSS: RF.K.1d (RWC10-GR.k-S.2-GLE.3-EO.a.iv) Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b (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 (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 (RWC10-GR.k-S.4-GLE.1)

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	<p>S.2-GLE.3-EO.d.i)</p> <ul style="list-style-type: none"> • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS: RF.K.3b (RWC10-GR.k -S.2-GLE.3-EO.d.ii) • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). CCSS: RF.K.3c (RWC10-GR.k -S.2-GLE.3-EO.d.iii) • Read emergent-reader texts with purpose and understanding. CCSS: 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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<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“Some bats bite. I know bats bite because I found the information of the Denver Zoo’s website. The website is written by experts.”</i></p>
<p>Academic Vocabulary:</p>	<p>Tier 1 – I, me, my - etc. (continue to teach these, as needed)</p> <p>Tier 2 - participate, vocabulary, questioning, research</p>
<p>Technical Vocabulary:</p>	<p>Segment, blend, syllables, initial sound(s), final sound(s), vowel sound(s) – etc.</p>

*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.

Curriculum Development Overview
Unit Planning for Kindergarten Reading, Writing, and Communicating

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.1 RWC10-GR.k-S.1-GLE.2 RWC10-GR.k-S.1-GLE.3 RWC10-GR.k-S.2-GLE.1 RWC10-GR.k-S.2-GLE.2 RWC10-GR.k-S.2-GLE.3	RWC10-GR.k-S.3-GLE.1 RWC10-GR.k-S.3-GLE.2 RWC10-GR.k-S.4-GLE.1 RWC10-GR.k-S.4-GLE.2 RWC10-GR.k-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> 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	

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?

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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)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The organization and basic features of print. CCSS: 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 (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) 	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. CCSS: 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 (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 (RWC10-GR.k-S.2-GLE.3-EO.a.ii) Explain that words are separated by spaces in print. CCSS: RF.K.1c (RWC10-GR.k-S.2-GLE3-EO.a.iii) Recognize and name all upper- and lowercase letters of the alphabet. CCSS: RF.K.1d (RWC10-GR.k-S.2-GLE.3-EO.a.iv) Count, pronounce, blend, and segment syllables in spoken words. CCSS: RF.K.2b (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 (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 (RWC10-GR.k-S.2-GLE.3-EO.d.i)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I know I should change the way I talk if I am talking to the teacher or principal instead of my friend</i></p>
<p>Academic Vocabulary:</p>	<p>Tier 1 – why, my, mine – etc. (continue to teach these, as needed)</p> <p>Tier 2 - Storytelling, compare, contrast, values, labels, perspective, captions, adventures</p>
<p>Technical Vocabulary:</p>	<p>Illustrator/illustration, author, narrator, segment, blend, decode, vowels, consonants</p>

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