As a district-wide commitment to achieve a viable curriculum for all students, **this curriculum organizer was developed to assist teacher in prioritizing standards, time, effort, and resources to maximize student learning**. Please note that recommended **pacing is 4-5 weeks per unit** and **should take the needs of students into consideration**. You will notice standards for language, speaking and listening embedded throughout the year because of their critical role in the ongoing development of literacy skills for effective communication and comprehension**.**

**All year students will:**

* **Read** and **comprehend** **literature** and **informational** text building in complexity. (R.10)
* **Engage** in a range of **collaborative** **discussions** on various topics and texts to share knowledge and experiences, building upon one another’s ideas, and referring to the text for support. (SL.1)
* **Demonstrate command** of the **conventions** of Standard English including grammar, usage, and mechanics while learning ways to **use language to convey meaning** effectively. (L.1-L.3)
* Determine/clarify **meaning of grade-appropriate words** encountered through listening, reading, and use (L.4-L.6)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Focus & Pacing** | **Overview** | **Common Core State Standards** | | |
| **Focus** | **Embedded** | **Ongoing** |
| **Unit 1**  *4-5 Weeks*  **Questioning, Inference, and Interpretation**  **Narrative Writing** | Students should begin the year learning routines and procedures for reading and writing workshop. In this unit students will read texts about *Friends and Family*. Students will listen to both informational and literary texts in order to ask and answer questions about it. Students should engage in dialogue with peers and adults, and respond to reading through writing to demonstrate understanding.    During Unit 1 students will learn the basic foundations of becoming successful readers. Students will be introduced to basic concepts of print, beginning phonemic awareness, and letter identification. Explicit instruction of power words (sight words) should be embedded throughout the year beginning with the 1G List and progressing based on student data.  Students will learn to become narrative writers and develop a real or imagined experience through instruction in the writing process. With prompting and support, students will add supporting details to help the reader understand their writing. | RL.K.1 RI.K.1 RF.K.1 a-d  RF.K.2 a-d W.K.3 W.K.5 SL.K.1 a-b | RL.K.4  RI.K.5  RL.K.6 RI.K.6  L.K.5 a-d  SL.K.2 | RL.K.10  RI.K.10  RF.K.4  RF.K.3 a, c  L.K.6 |
| **Unit 2**  *4-5 Weeks*  **Themes and Central Ideas**  **Informative/ Explanatory Writing** | ***Unit 2 builds upon skills and concepts from Unit 1.*** Additionally, students will read texts with a theme of *Growing and Changing* to identify a main topic or central message with prompting and support. Students will also learn how to retell the text using key details.  During this unit, students will continue to work on letter and sound identification including the short and long sounds for the five major vowels. Students will use their knowledge of initial sounds to “get their mouth ready” to read unfamiliar words in patterned text. Explicit instruction of power words should be embedded across units beginning with the 1G List and progressing based on student data.  In writing, students will work through the writing process to select a topic or information to share in print. With prompting and support, students will add supporting details to help the reader understand their writing. | RL.K.2 RI.K.2 RF.K.2.d  RF.K.3.a,b W.K.2  W.K.5 SL.K.2  SL.K.3 | RF.K.2 a-c  L.K.1 a-c  L.K.1.f  L.K.2 a-d | RL.K.1  RI.K.1  RL.K.4  RI.K.4  RL.K.6  RI.K.6  RL.K.10  RI.K.10  RF.K.4  RF.K.3.c  SL.K.1 a-b  L.K.5 a-d  L.K.6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Unit 3**  *4-5 Weeks*  **Story Elements**  **Narrative Writing** | ***Unit 3 continues to build upon skills and concepts from previous units.***  In this unit, students will develop the ability to retell a literary text with the inclusion of story elements. Students will increase their application of phonemic awareness skills and will manipulate CVC words using their knowledge of initial consonant sounds. Instruction of power words should continue across units.  Students will continue to hone their narrative craft through instruction in the writing process. Students will represent an event or several loosely linked events in print by applying appropriate foundation and language skills in their pieces. With prompting and support, students will add supporting details to help the reader understand their message.  Building upon the routines set in place during Unit 1 and Unit 2, including collaborating, sharing, asking and answering questions and clarifying misconceptions, students will be able to describe story elements and details with support. | RL.K.3  RL.K.9  RF.K.2.d  RF.K.2e  RF.K.3.d W.K.3  W.K.6 SL.K.4 | RL.K.2  W.K.5  L.K.1.d  L.K.1.e | RL.K.1  RL.K.4  RL.K.6  RL.K.10  RF.K.1.d  RF.K.2 a-c  RF.K.3 a-c  RF.K.4  L.K.1 a-c  L.K.1.f  L.K.2 a-d  L.K.5 a-d  L.K.6  SL.K.1 a-b  SL.K.2  SL.K.3 |
| **Unit 4**  *4-5 Weeks*  **Argument and Reasoning**  **Opinion Writing** | ***Unit 4 continues to build upon skills and concepts from previous units.***  In Unit 4, students will read from a variety of text and apply their previous learning about main topic as they explore the reasons an author has for writing a text. Specifically students will understand that an author gives specific reasons, or details, to support the topic.  During this unit students will also build upon their ability to decode short vowel word patterns as they are introduced to common long vowel word patterns. Instruction of power words should continue.    In writing, students will create opinion pieces in which they apply previously learned foundational and language skills. With support, they will recall information from experiences and gather information from multiple sources to include in their pieces.  Students will come to understand how to use speaking as a way to express their thoughts, feelings, and ideas. In addition, students will practice using an appropriate speaking voice and pronunciation. | RI.K.2  RI.K.8  RF.K.3.b W.K.1  W.K.8 SL.K.6 | RL.K.2  RF.K.2 a-d  W.K.5  W.K.6  L.K.1 a-b | RL.K.1 RI.K.1  RL.K.4  RI.K.4  RL.K.6  RI.K.6  RL.K.10  RI.K.10  RF.K.1.d  RF.K.3 a, c  RF.K.4  L.K.1.c  L.K.1.f  L.K.2 a-d  L.K.5 a-d  L.K.6 |
| **Unit 5**  *4-5 Weeks*  **Connections**  **Informative/ Explanatory Writing** | ***Unit 5 continues to build upon skills and concepts from previous units.***  Students will read informational text and make connections between events and ideas. Students will recognize similarities and differences across multiple texts.  During this unit students will expand their use of long and short vowel word patterns with an introduction to blends and diagraphs.  In writing, students will hone their craft with informative writing and write to inform or explain a topic. Student writing should name a topic and supply information about it. | RI.K.3  RI.K.9 W.K.2  SL.K.4 | W.K.5  W.K.6  SL.K.5  L.K.5. a-d | RI.K.1  RI.K.4  RI.K.6  RI.K.10  RF.K.1 a-d  RF.K.2 a-e  RF.K.3 a,c  RF.K.4  SL.K.1 a-b  L.K.1 a-c  L.K.1.f  L.K.2 a-d  L.K.6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 6**  *4-5 Weeks*  **Text Structures and Features**  **Informative/ Explanatory Writing** | ***Unit 6 continues to build upon skills and concepts from previous units.***  In Unit 6 students will explore, read, and be able to identify texts from multiple genres. Students will use illustrations and details to describe key information (explicit and implicit) from the text.  During this unit students will expand their use of long and short vowel patterns and continue to build their knowledge of blends and diagraphs.  Additionally, students will participate in shared research and writing projects in which they investigate a topic and gather information. Students will learn about a topic and share their findings through writing. | RL.K.5 RI.K.5  RL.K.7  RI.K.7 RF.K.3 b W.K.7  W.K.8 SL.K.6 | RL.K.2  RI.K.2  W.K.5  W.K.6  SL.K.5  L.K.4 a-b | RL.K.1 RI.K.1  RL.K.4  RI.K.4  RL.K.6  RI.K.6  RL.K.10  RI.K.10  RF.K.1 a-d  RF.K.2 a-e  RF.K.3 a,c  RF.K.4  SL.K.1 a-b  L.K.1 a-c  L.K.1.f  L.K.2 a-d  L.K.5 a-d |
| **Unit 7**  *4-5 Weeks*  **Point of View/ Purpose**  **Opinion Writing** | ***Unit 7 continues to build upon skills and concepts from previous units.***  In Unit 7, students will be able to use their knowledge of main topic in order to identify the author’s point of view. In literature, students will continue to use key details to retell familiar stories. For informational text, students will retell key details from text and be able to identify the reasons an author gives to support points in a text.  During Unit 7 students will continue to work towards grade level foundational standards moving towards independence, mastery, and fluidity with skills and concepts.  In writing, students will craft opinion pieces in which they support their viewpoints with reasons and information. Students will utilize the writing process and strengthen their writing with support from adults and peers as needed. | RL.K.2 RI.K.2  RI.K.8 RF.K.3 a-d W.K.1 | W.K.5  W.K.6  SL.K.3  L.K.4 a-b | RL.K.1 RI.K.1  RL.K.4  RI.K.4  RL.K.6  RI.K.6  RL.K.10  RI.K.10  RF.K.1 a-d  RF.K.2 a-e  RF.K.4  SL.K.1 a-b  L.K.1 a-c  L.K.1.f  L.K.2 a-d  L.K.6 |