|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
|  | |  | | | |  | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |