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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** |
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| **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:** |
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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
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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):**  |  |
| **Academic Vocabulary:** |  |
| **Technical Vocabulary:** |  |