

# **English Language Arts- Kinder and First Grade 2023-24**

**August 10-11**

**August 14-18**

**August 21-25 (U1W1)**

**K.L.5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**1.RL.2** Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.

**1.L.5.a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**August 28 - September 1 (U1W2)**

**K.RL.1-** With prompting and support, ask and answer questions about key details in a text.

**K.RF.1-**Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Identify that a sentence is made up of a group of words.

**K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**1.RL.1** Ask and answer questions such as who, what, where, why, when, and how about key details in a text.

**1.L.5.c.** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

## September 5-8 (U1W3)

**K.RF.1.e.** Understand that words are separated by spaces in print.

**K.RF.2.c.** Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).

**1.RL.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**1.RI.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

## September 11-15 (U1W4)

**K.RL.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**K.RF.2.d.** Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (\*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)

**K.L.1.b.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**1.RL.9** Compare and contrast the adventures and experiences of characters in stories.

**1.W.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**1.L.g.** Use determiners (e.g., articles, demonstratives).

## September 18-22 (U1W5)

**K.RI.5-** Recognize common types of informational text; identify the front cover, back cover, and title page of a book.

**1.RI.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**1.L.1.e.** Use frequently occurring adjectives.

## **September 25-29 (U1W6)**

**K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**K.RF.1.d.** Recognize the difference between a letter and a printed word.

**1.W.7** With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

## **October 2-6 (U2W1)**

**K.RI.2** With prompting and support, identify the main topic and retell key details of a text.

**K.L.5.c.** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**1.RI.2** Identify the main topic and retell key details of a text.

**1.RF.1** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).

## **October 9-11 (catch-up)**

## **October 16-20 (U2W2)**

**K.RI.1-** With prompting and support, ask and answer questions about key details in a text.

**K.L.5.b-** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.

**1.L.5.b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**1.L.1.k.** Write multiple sentences in an order that supports a main idea or story.

## **October 23-27 (U2W3)**

**K.RL.2-** With prompting and support, retell familiar stories, including key details.

**K.L.1.a.** Use frequently occurring nouns and verbs.

**1.RI.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## **October 30-Nov 3 (U2W4)**

**K.SL.3-** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**K.RF.2b.** Recognize and produce rhyming words.

**1.I.4.a.** Use frequently occurring affixes as a clue to the meaning of a word.

**1.L.1.b.** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).

## **November 6-10 (U2W5)**

**K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text.

**K.L.2a.** Capitalize the first word in a sentence and the pronoun I.

**1.W.8-** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**1.L.1.j.** In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.

**1.L.5.d.** With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.

## **November 13-17 (U2W6)**

**K.W.2-** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**1.W.1-** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**1.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**1.W.8-** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **November 20-21 (Review/catch-up)**

## **November 27-December 1 (Review/Catch-Up/ maybe start on U3W1)**

### **December 4-8 (U3W1)**

**K.SL.1-** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.

**1.RL.10-** With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.

## December 11-15 (U3W2)

**K.L.5.d.** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**1.SL.1-** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

**1.L.1.a.** Use common, proper, and possessive nouns.

## December 18-21 (U3W3)

**K.RL.4** With prompting and support, ask and answer questions about unknown words in a text.

**K.RL.5** Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.

**1.L.4.c.** Use sentence-level context as a clue to the meaning of a word or phrase.

**1.W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## January 8-12 (U3W4)

**K.L.1.d.** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**1.RL.3** Describe characters, settings, and major events in a story, using key details.

**1.L.1.c.** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

## January 15-19 (U3W5)

**K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

**K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**1.RI.8** Identify the reasons an author gives to support points in a text.

**1.L.2.a.** Capitalize dates and names of people.

## Jan 22-26 (U3W6)

**K.W.1** With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

**K.SL.5-** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**1.SL.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**1.WF.3.C.** 2. Common compound words (e.g., hotdog, mailbox)

## Jan 29-Feb 2 (Review/catch-up)

## February 5-9 (U4W1)

**K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**1.RI.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.

**1.L.1.d.** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

## **February 12-16 (U4W2)**

**K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.

**K.RI.6** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**1.L.4.b.** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

## **February 19-21 (Review/catch-up)**

### **February 26 - March 1 (U4W3)**

**K.W.3** With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**K.RL.10-** With prompting and support, actively engage in group reading activities with purpose and understanding.

**1.RL.6** Identify who is telling the story at various points in a text.

**1.WF.3.b.3.** Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).

### **March 4-8 (U4W4)**

**K.RI.10-** With prompting and support, actively engage in group reading activities with purpose and understanding.

**1.RI.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**K.L.1.c.** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**1.L.2.b.** Use end punctuation for sentences.



## **March 18-22 (U4W5)**

**K.RL.7-** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**1.RI.1** Ask and answer questions such as who, what, where, why, and how about key details in a text.

**1.L.1.i.** Produce and expand complete simple and compound sentences.

## **March 25-29 (U4W6)**

**K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**1.SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## **April 1-5 Catch-up/Review**

### **April 8-12 (U5W1)**

**K.RI.7-** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**1.SL.2-** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**1.SL.4-** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### **April 15-19 (U5W2)**

**K.W.8-** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**K.L.2.b.** Recognize and name end punctuation.

**1.L.1f.** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**1.L.6-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## **April 22-26 (U5W3)**

**K.W.4** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

**1.RI.7** Use the illustrations and details in a text to describe its key ideas.

**1.L.1.h.** Use frequently occurring prepositions (e.g., during, beyond, toward).

## **April 29 - May 3 (U5W4)**

**K.RI.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**K.RF.2.e.** Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.

**K.W.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **1.RL.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**1.RL.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**1.WF.3.c.** With prompting and support, spell on-level two-syllable words, including:

1. Words that end in -y or -ly (e.g., smelly, gladly).

## **May 6-10 (U5W5)**

**K.L.1.e.** Produce and expand complete sentences in shared language activities.

**K.SL.1.b.** Continue a conversation through multiple exchanges.

**1.L.2.c.** Use commas in dates and to separate single words in a series.

**1.RI.10-** With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.

## **May 13-17 (U5W6)**

**K.W.7** With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**1.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**1.SL.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)