

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**  
**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Kindergarten**

**TIMELINE: 1<sup>st</sup> Quarter**

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content/Skills (subject or topic covered in Journeys/GOMath)	Assessment Method	Instructional Strategies/Resources	DOK Level
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READING: INFORMATIONAL TEXT (RI)						
<b>K. RI.05</b> Recognize common type of informational text, identify the front cover, back cover, and title page of a book.  <b>ELL connection</b> I-R-1:1	I can find the front cover, back cover, and title page in nonfiction books	What are the parts of a book?  How do I identify the different parts?  Where is the front cover?  Where is the back cover?  Where is the title page of a book?	Identify front cover, back cover, and title page of a book.	Performance task:  Students identify parts of book: <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Back cover</li> <li>• Title page</li> </ul>	Websites: <a href="http://www.readworks.org">www.readworks.org</a>	2
<b>K. RI.06:</b> 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.	I can tell who the author and illustrator are in nonfiction books. I can tell what their jobs are.	What is an author?  What is an illustrator?	Name the author and the illustrator.  Define what an author and an illustrator do	Performance task: Students locate authors' and illustrations' names on books and explain the role of each.	Websites: <a href="http://www.readworks.org">www.readworks.org</a>	2

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<b>K.RI.07:</b> 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).	I can tell how the words and pictures go together in nonfiction books	How do pictures help me understand the text?	Identify illustrations and text.  Describe people, places, and things illustrations depict.  Describe ideas illustrations depict.  Describe the relationship between illustrations and a text	Performance task: Student will create words to go along with pictures in wordless, nonfiction picture book.	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2
<b>READING: FOUNDATIONAL SKILLS (RF)</b>						
<b>K. RF.01a:</b> Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and	I can read the words in a book in the right order	What are words?  How do I follow words in a book?	Recognize that words on a page progress from left to right, top to bottom and page by page.  Follow words from left to right, top to bottom, and page	Performance task: The student can point to the first word in a book. The student can follow words either read or heard, in order	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2

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page by page.  <b>ELL connection:</b> I-R-1:1 I-R-1:3			by page.			
<b>K. RF.01b</b> Demonstrate understanding of the organization and basic features of print.  b. Recognize that spoken words are represented in written language by specific sequences of letters  <b>ELL Connection:</b> I-R-1:1 I-R-1:2 I-R-1:3	I can understand that words I say can be written using letters in a certain order.	What are words make of?  How can I write words I say?	Follow words from left to right, top to bottom, and page by page.	Performance Task:	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2

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<b>K.RF.01c:</b> Demonstrate understanding of the organization and basic features of print.  c. Identify that a sentence is made up of a group of words.  <b>ELL connection:</b> I-R-1:1 I-R-1:2 I-R-1:3	I can understand that words have spaces between them.	What is a sentence?  How do we write a sentence using words?  What is capital letter? What are punctuation marks?  Why are punctuation marks important in a sentence?  Why are capital letters important in a sentence?	Understand that words are separated by spaces.	Performance Task: Student will identify the correctly printed sentence.	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2
<b>K. RF.01d:</b> Demonstrate understanding of the organization and basic features of print.	I can name all of my upper and lower case letters in the alphabet.	What are letters? What are words made of?	Recognize and name all upper- and lowercase letters.  Name all upper and lowercase alphabet	Performance task:  Given a list of words and letters, student	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2

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d. Recognize the difference between a letter and a printed word.  <b>ELL connection:</b> I-R-2:5			letters.	can identify(underline or circle) words.		
<b>K. RF.01e:</b> Demonstrate understanding of the organization and basic features of print.  e. Understand that words are separated by spaces in print.	I can understand that words are separated by spaces in text or print	How are letters and words different?  Why are space put between words?  What is a sentence?  How do I write a sentence using words?		Performance Task	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2

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<b>K.RF.1f</b> Recognize and name all upper- and lowercase letters of the alphabet  <b>ELL Connection:</b> I-R-2:5	I can recognize and name all upper- and lowercase letters of the alphabet	What are letters?  What is the difference between uppercase and lowercase letters.  How do we identify uppercase and lowercase letters?		Performance Task <ul style="list-style-type: none"> <li>Letter identification assessment</li> <li>Screening assessment</li> </ul>	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2
<b>K.RF.3A</b> Demonstrate basic knowledge of one-to-one letter sound correspondence by producing the primary or most frequent sound(s) for each consonant and five major vowels  <b>ELL Connection</b> I-R-2:6	I can say the most common sound for each consonant in the alphabet	What are letters?  What sound does each letter make?  How do letter sounds help us read?	Recognize one-to-one letter correspondence for each consonant.  Distinguish the differing sounds of consonants.  Say the sound that corresponds to the consonant.	Performance Task: <ul style="list-style-type: none"> <li>Letter – sound assessment</li> </ul>	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	1

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<b>K. RF.03c:</b> Know and apply phonics and word analysis skills in decoding words.  c. Read 50 common high-frequency words by sight from a research-based word list.  <b>ELL Connection:</b> I-R-2:7	I can read common sight words.	What are sight words?  How does knowing sight words help me read?	Fry's Sight words  Recognize high-frequency sight words.  Read high-frequency sight words.	Performance task:	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	
<b>READING: LITERARY TEXT (RL)</b>						
<b>K. RL.02:</b> With prompting and support, identify the main topic and retell key details of a text.  <b>ELL Connection;</b> I-R-3:4 I-R-3:5 I-R-3:6	I can retell a story I know using important details from the story.	Who was in the story? What happened in the story? What does it mean to retell? How do I retell a story? How do I know what is important in a story?	Identify key details of a story.  Retell a familiar story including key details	Performance task:	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	1

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<b>K.RL.06:</b> 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.	I can tell who the author and illustrator are in stories. I can tell what their jobs are.	What is an author?  What the role of an author  What is an illustrator?  What's the role of an illustrator?	Name the author and the illustrator in literary text.  Define author purpose  Define illustrator purpose	Performance task:	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2
<b>K. RL.07:</b> 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).  <b>ELL Connection:</b>	I can tell how the words and pictures go together in stories.	How do pictures help me understand the text?	Describe a moment in a story using the illustrations.  Describe how the illustrations and story are related.	Performance task:	Websites: <a href="http://www.readworks.org">www.readworks.org</a>  Resources: Journey TpT	2



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I-R-3:2

**READING KEY STRATEGIES**

Promote self correction strategies:

- Think aloud model: does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: “Can you find the part of the word which was difficult for you to read? How did you figure it out?”

Does it make sense?

Do those letters make the word?

Does that look like ...?

Does that sound right?

Promote fluency:

- Cloze procedure
- think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- echo reading
- tracking and reverse tracking
- readers’ theater/plays to encourage expression, timing, intonation, phrasing
- rereading fluently what has been read slowly and methodically
- taped books
- rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure

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- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. ask “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. the teacher’s role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**WRITING : LITERACY (W)**

<b>K.W.01:</b> With guidance and support from adults, use a combination of	I can draw or write to help me share what I think.	What is an opinion?  How do writers express an opinion?	Identify the title of a book or topic to write about.  Recognize what an	Performance Task:	Opinion writing Fill in the blank  Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>	4
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<p>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 ..</p> <p><b>ELL Connection:</b>  I-W-1:1  I-W-1:2  I-W-1:3  I-W-1:5  I-W-3:1  I-W-3:2</p>		How can I use reasons to support my opinions?	<p>opinion is.</p> <p>Write an opinion piece that introduces the topic or book - demonstrate a combination of drawing, dictating, and writing.</p> <p>Write an opinion piece that introduces the topic or book - include the topic or title of a book.</p> <p>Write an opinion piece that introduces the topic or book - state an opinion or preference about the topic or book.</p> <p>Write an opinion</p>		<p>Resources:  Journey  TpT</p>	

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			piece that provides a sense of closure			
<b>WRITING: LITERACY DOMAIN KEY STRATEGIES</b>						
<ul style="list-style-type: none"> <li>• move from writing simple sentences to descriptive sentences by expanding the sentences</li> <li>• Word boxes and word walls</li> <li>• Use writing prompts</li> <li>• Journal writing</li> <li>• Vocabulary journals</li> <li>• Cloze activities</li> <li>• Pattern writing</li> <li>• mini-lessons</li> <li>• Language-experience writing</li> <li>• morning message</li> <li>• Shared writing using predictable charts</li> <li>• teacher modeling -- Interactive writing</li> </ul>						
<b>K.L.1a:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  <b>a.</b> Use frequently	I can use nouns (words that name) and verbs (action words)	What is a verb? What is a noun?	Recognize common, proper and possessive nouns in speaking.  Use common, proper and possessive nouns.	Performance task Ex: Students can write about their favorite..... using nouns and verbs.	Flip books Parts of speech  Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2

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occurring nouns and verbs.						
<b>K.L.06:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	I can use the new words I learn in different ways to show that I know what they mean	How can use words I learn in conversations.	Acquire words and phrases through conversations, reading and being read to, and responding to texts.  Distinguish if a word or phrase should be used when responding.  Use words and phrases accurately acquired through conversations, reading, and being read to, and responding to texts.	Performance Task:	Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2
<b>KEY STRATEGIES FOR WRITING</b>						
<ul style="list-style-type: none"> <li>• Segmenting the word and spelling each sound, often called sound it out, teach word patterns</li> <li>• Spelling unknown words by analogy to familiar words</li> <li>• applying affixes to root words</li> <li>• Proofreading to locate spelling errors in a rough draft</li> </ul>						

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<ul style="list-style-type: none"> <li>• Locating the spelling of unfamiliar words in a dictionary</li> <li>• Providing daily reading and writing opportunities</li> <li>• teaching students to learn to spell high-frequency words</li> <li>• Linguistic and nonlinguistic representations are taught</li> <li>• organize words into categories</li> <li>• direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps)</li> <li>• Graphic organizers</li> <li>• Vocabulary notebooks</li> <li>• Seeking meaning of unknown vocabulary</li> <li>• making and revising predictions</li> <li>• direct instruction and modeling of appropriate grammar</li> <li>• assimilating prior knowledge</li> <li>• Provide appropriate input</li> <li>• Use language in authentic ways</li> <li>• Provide context</li> </ul>						
<b>K.WF.1b:</b> Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters.	I can write my uppercase and lowercase letter of the alphabet	What are uppercase and lowercase letters?  How do uppercase and lowercase letters look different?  What are the letters of the alphabet?	Alphabet Lowercase Uppercase	Performance Task: Students write uppercase and lowercase of the alphabet.	Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	

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<b>K.WF.1b:</b> Demonstrate and apply handwriting skills.  b. Write upper and lower manuscript letters, with reference to a model.	I can correctly write all upper and lower case letters in my writing.	What are uppercase and lowercase letters?  How do uppercase and lowercase letters look different?  What are the letters of the alphabet?	Alphabet Lowercase Uppercase	Performance Task: Ex: Students write uppercase and lowercase of the alphabet.	Handwriting practice  Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2
<b>K.WF.01c:</b> Demonstrate and apply handwriting skills.  c. Write left to right using appropriate spacing between words.	I can understand that words have spaces between them	How do I improve my writing by using appropriate spaces between words?	<ul style="list-style-type: none"> <li>Letters</li> <li>Words</li> <li>Space</li> </ul>	Performance Task: Ex: Demonstrate and apply handwriting skills using appropriate spacing between words	Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2

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<b>K.WF.02:</b> Demonstrate and apply sound-letter concepts when writing.  a. Orally segment the phonemes in any single-syllable, spoken word.  b. Demonstrate and understand that each syllable is organized around a vowel sound (All Months)	a. I can break words into its sounds in any single syllable spoken word  b. I can understand that syllables are organized around a vowel.	How can break words by its sounds?	<ul style="list-style-type: none"> <li>• Segment</li> <li>• Phonemes</li> <li>• Syllable</li> <li>• Vowels</li> <li>• Sound</li> <li>• letter</li> </ul>	Performance Task:  Demonstrate and apply sound-letter concepts when writing by segmenting phonemes.	Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2
<b>K.WF.03a-e:</b> Know and apply phonics and word analysis skills when encoding words.  a. Represent phonemes in simple words, using letter-sound	a. I can say the most common sound for each consonant in the alphabet  b. I can match long and short vowel	How can I use sound and letter to write simple words?  What is initial and final consonant?	<ul style="list-style-type: none"> <li>• Phonemes</li> <li>• Letter-sound</li> <li>• Initial consonant</li> <li>• Final consonant</li> <li>• Medial vowel</li> <li>• VC</li> <li>• CVC</li> <li>• Vowel</li> <li>• Sight words</li> </ul>	Performance Task:	Websites: <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Resources: Journey TpT	2



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<p>relationships.</p> <p>b. Write or select an initial or final consonant when a medial vowel is provided.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p> <p>d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the ELA Glossary.)</p>	<p>sounds with the letter that go with them.</p> <p>c. I can read common sight words</p> <p>d. I can tell the difference between and read similar words by I looking at the letters that are different.</p>		<ul style="list-style-type: none"> <li>consonant</li> </ul>			

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e. Attempt phonetic spelling of unknown words.						

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