



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Literacy (Kindergarten)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

#### Reading Foundational

Demonstrate understanding of the organization and basic features of print. (RF.K.1)

Follow words from left to right, top to bottom, and page by page. (RF.K.1.A)

Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.B)

Understand that words are separated by spaces in print. (RF.K.1.C)

Recognize and name all upper and lowercase letters of the alphabet. (RF.K.1.D)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)

Recognize and produce rhyming words. (RF.K.2.A)

Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.B)

Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.C)

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/.) (RF.K.2.D)

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.E)

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3.A)

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3.B)

Read common high-frequency words by sight (eg., the, of, to, you, she, my, is, are, do, does). (RF.K.3.C)

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.D)

Read emergent-reader texts with purpose and understanding. (RF.K.4)

#### Writing

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. (W.K.3)

#### Language

Capitalize the first word in a sentence and the pronoun I. (L.K.2.A)

Recognize and name end punctuation. (L.K.2.B)

	Reading Units of Study	Phonics Units of Study	Writing Units of Study
<b>Unit Name</b>	<a href="#">Monroe Launching</a> (2 weeks) Unit 1: We Are Readers	Unit 1: Making Friends with Letters	Monroe Launching (2 weeks) Unit 1: Launching the Writing Workshop (Bends 1 & 2) Begin Show and Tell (new book) when done with Unit 1 Bend 2 in October *This unit should include instruction on

			handwriting letter formations and shared writing to model this. Monroe Handwriting Resources
<b>Essential Questions</b>	<b>Essential Questions:</b> <b>Launching</b> What is reader's workshop? <b>Unit 1</b> Why do readers read? How do readers read?	<b>Essential Questions:</b> Why is it important to know letters?	<b>Essential Questions:</b> <b>Launching</b> What is writer's workshop? <b>Unit 1</b> How do writers choose a topic and plan a story? How can writers tell a story ?
<b>Learning Targets (Student Friendly)</b>	<b>Learning Targets:</b> <b>Launching</b> I can look at books the right way. I can read the whole time. <b>Bend 1</b> I can learn about the world from books. I can read for fun. <b>Bend 2</b> I can reread books many times. I can use the pictures to help me retell a favorite story. I can read to myself. I can read with a partner.	<b>Learning Targets:</b> <b>Bend 1</b> I can write my name the school way. (capital letter, tall/short letters, legible, quickly) <b>Bend 2</b> I can recognize and name upper and lowercase letters. <b>Bend 3</b> I can read and write sight words in text (me, a, the, I, like, my).	<b>Learning Targets:</b> <b>Launching</b> I can follow behavior expectations. I can get to my writing spot and begin writing. I can find and take care of my writing tools. <b>Bend 1</b> I can start and keep working the whole writing time. <b>Bend 2</b> I can add more detail to my writing. <b>Bend 3</b> I can label my story with letters and words. I can draw and write a story in just one day. I can tell a story across the pages. <b>Shared Writing</b>

	Reading Units of Study	Phonics Units of Study	Writing Units of Study
<b>Unit Name</b>	<b>Unit 2:</b> Super Powers: Reading with Print Strategies and Sight Word Power (4-6 weeks)	Unit 2: Word Scientists  Unit 3: Word- Part Power	Complete Show and Tell: From Labels to Pattern Books (New Book) Unit 1: Bend 3  Unit 2: Writing for Readers (4 weeks)
<b>Essential Questions</b>	<b>Essential Questions:</b> What strategies can readers use to read tricky words?	<b>Essential Questions:</b> <b>Unit 2</b> Why is it important to know the sounds letters make?  Why are letters and words important?  How do readers read a book?  <b>Unit 3</b> Why is it important to know sight words?  Why is it important to hear sounds in words?	<b>Essential Questions:</b> <b>If/Then: Pattern Books</b> How can writers use patterns in their writing?  <b>Unit 2</b> How can writers make their writing better?  How can writers share stories from their life?
<b>Learning Targets</b>	<b>Learning Targets:</b> <b>Bend 1</b>	<b>Learning Targets:</b> <b>Unit 2</b>	<b>Learning Targets:</b> <b>If/Then</b>

<p><b>(Student Friendly)</b></p>	<p>I can point to each word on the page as I read.</p> <p><b>Bend 2</b> I can read sight words in books.</p> <p>I can use the pictures to help read the words on the page.</p> <p><b>Bend 3</b> I can match my voice to the print.</p> <p>I can use many strategies to solve a hard word.</p>	<p><b>Bend 1</b> I can say the sound that each consonant letter makes.</p> <p><b>Bend 2</b> I can use my alphabet chart.</p> <p><b>Bend 3</b> I can read and write sight words in text (look, at, see, here, is, this, it, in, an, and).</p> <p>I can match my voice to the print.</p> <p>I can follow print left to right, top to bottom, page by page.</p> <p>I can point to words and spaces in sentences. (</p> <p><b>Unit 3</b></p> <p><b>Bend 1</b> I can stretch out and write words with 3 sounds.</p> <p><b>Bend 2</b> I can use word parts to read and spell words with 3 sounds.</p> <p>I can hear words that rhyme.</p> <p><b>Bend 3</b> I can read and write sight words in text (can, to, do, we, be, me, at, in, it, got, went, was, she, he, we, be).</p> <p>I can find a word on the word wall in the classroom</p>	<p>I can write a book with some words that stay the same and some that change.</p> <p>I can make my pictures match my words.</p> <p><b>Unit 2:</b></p> <p><b>Bend 1</b> I can make my writing easy to read.</p> <p><b>Bend 2</b> I can use tools to make my writing better.</p> <p><b>Bend 3</b> I can go back to my writing to make it better.</p> <p>I can write a true story about one event in my life.</p>
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	Reading Units of Study	Phonics Units of Study	Writing Units of Study
<b>Unit Name</b>	Unit 3: Bigger Books Bigger Muscles	Unit 4: Vowel Power	Unit 3: How to Books: Writing to Teach Others
<b>Essential Questions</b>	<b>Essential Questions:</b> How can I use strategies to read tricky words?	<b>Essential Questions:</b> Why are vowels important?	<b>Essential Questions:</b> How do writers teach?
<b>Learning Targets (Student Friendly)</b>	<p><b>Learning Targets:</b></p> <p><b>Bend 1</b> I can follow a pattern in a book to help me read.</p> <p>I can make sure my reading makes sense.</p> <p>I can make sure what I read sounds right.</p> <p><b>Bend 2</b> I can make sure what I read matches the letters on the page.</p> <p><b>Bend 3</b></p>	<p><b>Learning Targets:</b></p> <p><b>Bend 1</b> I can hear if a word has a short a or short i sound in the middle.</p> <p><b>Bend 2</b> I can hear if a word has a short e, short i, short o, or short u sound in the middle.</p> <p><b>Bend 3</b> I can put syllables together to make a word.</p>	<p><b>Learning Targets:</b></p> <p><b>Unit 3:</b></p> <p><b>Bend 1</b> I can make a plan step-by-step. I can write to teach.</p> <p><b>Bend 2</b> I can use exact words to write clear directions.</p> <p><b>Bend 3</b> I can write a how-to book on something I know a lot about.</p>

I can select just the right books.	I can break apart and count syllables in a word.
I can notice snap words within words.	

	Reading Units of Study	Phonics Units of Study	Writing Units of Study
<b>Unit Name</b>	<b>Unit 4: Becoming Avid Readers</b>	Unit 5: Playing with Phonics	Letter Writing Intro (Monroe Unit) (2 weeks)  Unit 4: Persuasive Writing of All Kinds
<b>Essential Questions</b>	<b>Essential Questions:</b> What do readers do while they read?	<b>Essential Questions:</b> Why is it important to know sight words?  How can charts help readers and writers?  Why do readers and writers need to know vowel sounds?	<b>Essential Questions:</b> <b>Letter Writing</b> Why do writers write letters?  <b>Unit 4</b> How do writers share how they feel about something with others?
<b>Learning Targets (Student Friendly)</b>	<b>Learning Targets:</b> <b>Bend 1</b> I can talk about books with my partner.  <b>Bend 2</b> I can learn from books. I can react to what I read. I can share what I learn with others.  <b>Bend 3</b> I can read in a smooth voice. I can name a character's feelings. I can act out what I read.	<b>Learning Targets:</b> <b>Bend 1</b> I can use my blend chart to read and write words.  <b>Bend 2</b> I can use the sounds I know to write tricky words.  <b>Bend 3</b> I can make new words that rhyme.  <b>Bend 4</b> I can try both the long and short vowel sounds when figuring out tricky words. I can read and write sight words in text (come, are, too, love, all, ball, had, will, go, so, no, by, has, as, her, him).	<b>Learning Targets:</b> <b>Letter Writing Unit</b> I can name the parts of a letter.  I can write a letter for different reasons.  <b>Unit 4</b> <b>Bend 1</b> I can write how I feel about a topic.  <b>Bend 2</b> I can write to a lot of people about how I feel.  <b>Bend 3</b> I can add reasons to support how I feel.