

KDG ELA Course Information

Module	Study Module Topics	Estimated Time
Module 1	The Five Senses	Quarter 1
Module 2	Once Upon a Farm	Quarter 2
Module 3	America Then and Now	Quarter 3
Module 4	The Continents	Quarter 4

Primary Resources:

- Wit & Wisdom Kindergarten
- Ohio's Kindergarten ELA Learning Standards: Ohio Department of Education (2017)
- Ohio's Kindergarten ELA Model Curriculum: Ohio Department of Education (2018)
- Foundations Level K
- Heggerty Phonemic Awareness: Dr. Michael Heggerty

Supplemental Resources

- Lexia
- RazKids

Grade KDG Module 1: The Five Senses	
Summary	Students explore this question: What are our senses, and how do they help us learn—as humans and as readers?
Essential Question	How do our senses help us learn?
Knowledge Goals	<ul style="list-style-type: none"> ● Recognize and describe the five senses and related body parts. ● Identify rhyme and repetition within texts. ● Describe the use of color and shape in visual art.
Reading Goals	<ul style="list-style-type: none"> ● Answer questions about key details using details from the text’s words and illustrations. (RL.K.1, RI.K.1, L.K.1.d) ● Ask and answer questions about unknown words in the text. (RI.K.4) ● Identify the front cover, back cover, and cover page and the information contained on each. (RI.K.5) ● Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features. (RI.K.6, RL.K.6)
Writing Goals	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic. (W.K.2) ● Collect evidence from the texts and use it to support responses to a prompt. (W.K.8) ● Produce and expand sentences using details from the text. (L.K.1.f)
End of Module Task	<p>Informational:</p> <p>Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.</p>
Core Texts	<ul style="list-style-type: none"> ● Picture Books (Informational) <ul style="list-style-type: none"> ○ My Five Senses, Aliko ○ My Five Senses, Margaret Miller ○ Rap a Tap Tap, Leo and Diane Dillon ● Picture Books (Literary) <ul style="list-style-type: none"> ○ Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert ○ Last Stop on Market Street, Matt de la Peña; Illustrations, Christian Robinson
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Fabric of the Andes ● Galapagos Adventures ● A Day at the Market ● Visit the art Museum ● Museum Cat ● Treasures of King Tut
Word Study	Heggerty

	<ul style="list-style-type: none">● Rhyming● Onset fluency● Blending (compound words/syllables)● Id Final and Medial sounds● Segmenting (compound words/syllables)● Substituting (compound words/syllables)● Adding Phonemes (compound words/syllables)● Deleting phonemes (compound words) <p>Fundations</p> <ul style="list-style-type: none">● Lower case letters (t, b, f, n, m, i, u, c, o, a, g, d, s)- identify, beginning sounds, letter formation● Print and word awareness● Geodes (small groups)
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 1)</p>

Grade KDG Module 2: Once Upon a Farm	
Summary	In this module, students explore story structure through a group of texts united by an intriguing, classic theme for young readers: farm animals.
Essential Question	What makes a good story?
Knowledge Goals	<ul style="list-style-type: none"> ● Identify the differences among the seasons and how they affect life on the farm. ● Describe key details about different farm animals, including how they help humans. ● Retell classic folktales featuring farm animal characters, using various story elements as a guide. ● Understand the elements that make up a narrative and how these elements work together to create a cohesive story.
Reading Goals	<ul style="list-style-type: none"> ● Retell familiar stories, describing major events in the order that they occur. (RL.K.2) ● Describe stories' characters, setting, and major events, including problem, responses to the problem, and resolution. (RL.K.3) ● Compare and contrast the experiences of characters in familiar stories. (RL.K.9)
Writing Goals	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.2) ● Use a combination of drawing, dictating, and writing to narrate several linked events in the order that they occurred. (W.K.3) ● Use digital recording to produce and publish writing, including in collaboration with peers. (W.K.6) ● Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)
End of Module Task	<p>Narrative:</p> <p>Write an original narrative set on Maple Hill Farm featuring one farm animal you have learned about in this module.</p>
Core Texts	<ul style="list-style-type: none"> ● Picture Books (Informational) <ul style="list-style-type: none"> ○ Farm Animals, Wade Cooper ○ The Year at Maple Hill Farm, Alice and Martin Provensen ● Picture Books (Literary) <ul style="list-style-type: none"> ○ The Little Red Hen, Jerry Pinkney ○ The Three Billy Goats Gruff, Paul Galdone ○ Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Red Barn Farm ● Peach Picking ● Lei Harvest ● Farm Work ● Farmers Market ● Sheepdog

Word Study	<p>Heggerty</p> <ul style="list-style-type: none">● Rhyming● Onset fluency● Blending (onset-rime)● Id Final and Medial sounds● Segmenting (onset-rime)● Substituting (onset-rime)● Adding Phonemes (onset-rime)● Deleting phonemes (onset-rime) <p>Fundations</p> <ul style="list-style-type: none">● Lower case letters (e, r, p, j, l, h, k, v, w, y, x, z, q) - identify, beginning sounds, letter formation● Print and word awareness● Geodes (small groups)
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 2)</p>

Grade KDG Module 3: America Then and Now	
Summary	In this module, students study a group of informational texts united in theme and structure: change in America.
Essential Question	How has life in America changed over time?
Knowledge Goals	<ul style="list-style-type: none"> ● Understand the difference between the past and the present. ● Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed. ● Describe key details about how the topics of home, school, transportation, and communication have changed over time. ● Understand how a main topic or topic statement is supported by key details.
Reading Goals	<ul style="list-style-type: none"> ● Identify the main topic of the text, and retell the key details that support that main topic. (RI.K.2) ● Understand and describe the connection between two pieces of information in a text. (RI.K.3) ● Identify the author and illustrator in a text, and describe their roles in communicating information in a text. (RI.K.6)
Writing Goals	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.2) ● Engage in shared research and writing projects by exploring multiple texts on the same topic. (W.K.7) ● Collect evidence from the texts, and use it to support responses to a prompt. (W.K.8)
End of Module Task	<p>Informational:</p> <p>Choosing from one of the following topics—changes at home, changes at school, changes in transportation, or changes in communication—create an informative poster to explain how the topic has changed in America over time. Present your poster to the class, using drawings to provide additional detail.</p>
Core Texts	<ul style="list-style-type: none"> ● Picture Books (Informational) <ul style="list-style-type: none"> ○ Communication Then and Now, Robin Nelson ○ Home Then and Now, Robin Nelson ○ Now & Ben: The Modern Inventions of Benjamin Franklin, Gene Barretta ○ School Then and Now, Robin Nelson ○ Transportation Then and Now, Robin Nelson ○ When I Was Young in the Mountains, Cynthia Rylant ● Picture Books (Literary) <ul style="list-style-type: none"> ○ The Little House, Virginia Lee Burton
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Build a Log Cabin ● Three Sisters ● Ice Harvest ● Call a Cab

	<ul style="list-style-type: none">● Fly, Amelia, Fly● Frank's Ice Pops● Ella Sang Back● Scraping the Sky● Sea to Shining Sea
Word Study	<p>Heggerty</p> <ul style="list-style-type: none">● Rhyming● Onset fluency● Blending (onset-rime)● Id Final and Medial sounds● Segmenting (onset-rime)● Substituting (onset-rime)● Adding Phonemes (onset-rime)● Deleting phonemes (onset-rime) <p>Fundations</p> <ul style="list-style-type: none">● Uppercase letter formation● Reading 3 sound words● Spelling 3 sound words● Introduce high frequency words● Geodes (small groups)
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 3)</p>

Grade KDG Module 4: The Continents	
Summary	In this module, students study a group of texts united in theme: what makes the world fascinating?
Essential Question	What makes the world fascinating?
Knowledge Goals	<ul style="list-style-type: none"> ● Identify the seven continents. ● Describe the different natural features, things to do, and animals on each continent. ● Demonstrate understanding of maps and their purpose. ● Understand how illustrations, photographs, and words in a text communicate important information.
Reading Goals	<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text. (RL.K.4) ● Recognize and sort common types of text. (RL.K.5) ● Describe the relationship between the words and illustrations in a text. (RI.K.7, RL.K.7) ● Identify the reasons an author gives to support a point in the text. (RI.K.8) ● Identify similarities and differences between two texts on the same topic. (RI.K.9)
Writing Goals	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic. (W.K.1) ● Respond to questions and suggestions from a peer and add detail based on feedback. (W.K.5) ● Collect evidence from the texts and use it to support responses to a prompt. (W.K.8)
End of Module Task	<p>Opinion:</p> <p>Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.</p> <p>Part 2: Choosing from one of the following continents—Asia, Africa, Antarctica, Europe, Australia, and South America—create a travel brochure to explain why someone should visit that continent.</p>
Core Texts	<ul style="list-style-type: none"> ● Picture Books (Informational) <ul style="list-style-type: none"> ○ Africa, Rebecca Hirsch ○ Antarctica, Rebecca Hirsch ○ Asia, Rebecca Hirsch ○ Australia, Rebecca Hirsch ○ Europe, Rebecca Hirsch ○ Introducing North America, Chris Oxlade ○ South America, Rebecca Hirsch ○ World Atlas, Nick Crane; Illustrations, David Dean ● Picture Books (Literary) <ul style="list-style-type: none"> ○ Moon Rope, Lois Ehlert ○ The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson ○ Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna

	Aardema; Illustrations, Leo and Diane Dillon
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● Jack, Jill and Joey ● The Great Reef ● Ladi's Pots ● Made of Mud ● Anansi and His Legs ● Brush and Ink ● Night Climb ● Map to the Past ● Tap-Tap to Tuk-Tuk
Word Study	<p>Heggerty</p> <ul style="list-style-type: none"> ● Rhyming ● Onset fluency (blends) ● Blending (compound word, syllables, onset-rime, individual phonemes) ● Id Final and Medial sounds ● Segmenting (individual phonemes) ● Substituting (syllables, onset-rime. phonemes, blends) ● Adding Phonemes (individual phonemes) ● Deleting phonemes (individual phonemes) <p>Fundations</p> <ul style="list-style-type: none"> ● Introduce digraphs/ck ● Reading 3 sounds words, with digraphs ● Spelling 3 sound words, with digraphs ● Sentence structure ● Sentence dictation ● Geodes (small groups)
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 4)</p>