

COURSE OVERVIEW: STANDARDS

Kindergarten English Language Arts

BUILDING CONTENT KNOWLEDGE

Our English Language Arts units focus on building content knowledge. The Essential Questions of each unit, listed below, highlight the key understandings students learn across the Kindergarten course. In-depth answers to the Essential Questions can be found in the Unit Launch for each unit.

UNIT 1 • How can you make the classroom community a joyful place to be?

UNIT 2 • What makes stories fun to read?

UNIT 3 • What makes fall special?
• What is the weather like in the fall? How does the weather impact different living things?

UNIT 4 • Where do authors and illustrators get their ideas?

UNIT 5 • What makes winter beautiful?
• What do animals need to survive the winter?

UNIT 6 • What makes us different? What makes us the same?
• Why was the civil rights movement important?

UNIT 7 • What do all living things need to survive?
• How are life cycles of various organisms similar and different?

UNIT 8 • How does waste impact the environment?
• What steps can you take to create a healthy community and environment?

READING STANDARDS KEY UNDERSTANDINGS

Understanding the core texts and building content knowledge are the most important goals of any Fishtank ELA unit. For each unit, we have identified a few reading standards and key understandings that help readers fully understand the core texts and content. The key Understandings build from unit to unit, often matching the increase in text complexity. These understandings should not be taught in isolation, rather they should be used to help students unpack and explore the different features of complexity found in the core text(s). The key reading standards and understandings work in conjunction with the unit's spiral reading standards, standards that students use every time they read and interact with a text, and the additional unit reading standards, standards that are new to the particular unit but are not the key standards. Guidance on the key understandings can be found in the Unit Launch and Enhanced Lesson Plans for each unit.

UNIT 1 • To engage with a text, readers ask and answer questions about key details. (RL.K.1, RL.K.10)

Spiral Standards: RL.K.2, RL.K.3

UNIT 2 • To retell stories, readers tell what happens in the beginning, middle and end. (..2, RL.K.3)

• Characters are the people, animals, and creatures in a story. Characters can think, feel, or act. (RLK.2)

Additional Standards: RL.K.5, RL.K.6

Spiral Standards: RL.K.1, RL.K.10

UNIT 3 • Readers ask and answer questions about key details in a text to learn more about a specific topic. (RI.K.1, RI.K.4)

• The main topic is what the text is mostly about. Key details tell more about the main topic. (RI.K.1, RI.K.2)

• To understand an informational text, readers think about how details are connected. (RI.K.3)

Additional Standards: RL.K.2, RI.K.5

Spiral Standards: RL.K.1, RL.K.10, RI.K.10, RI.K.4

UNIT 4 • Authors and illustrators work together to tell a story or share ideas. (RL.K.6, RI.K.6)

• Readers “read” the illustrations in a text to notice clues about events, setting, and key events. (RI.K.7, RL.K.7)

• Readers notice details about character feelings and actions. (RL.K.2, RL.K.3, RI.K.3)

Additional Standard: RI.K.3

Spiral Standards: RI.K.1, RL.K.1, RL.K.5, RI.K.10, RL.K.10

UNIT 5 • Readers use diagrams and illustrations to identify key information in a text. (RI.K.2, RI.K.7)

• Readers learn new words when reading a text. Readers use those words when talking or writing about the text. (RI.K.4, L.K.6)

• To understand an informational text, readers think about how details are connected. (RI.K.3)

Spiral Standards: RI.K.1, RI.K.2, RI.K.4, RI.K.10, RL.K.2, RL.K.3

UNIT 6

- Authors include specific reasons and illustrations to support points in a text. (RI.K.8, RI.K.7)
- To understand an informational text, readers think about how details are connected. (RI.K.3)

Additional Standard: RI.K.9

Spiral Standards: RI.K.1, RI.K.2, RI.K.6, RI.K.10, RL.K.2, RL.K.3, RL.K.10

UNIT 7

- To understand information in a text, readers think about the sequence of events. (RI.K.3)
- Texts on the same topic can be similar and different. (RI.K.9)

Additional Standard: RI.K.2

Spiral Standards: RI.K.1, RI.K.4, RI.K.6, RI.K.10, RL.K.2, RL.K.3

UNIT 8

- Texts on the same topic can be similar and different. (RI.K.5, RI.K.9)
- Authors include specific reasons in the text and illustrations to support points in a text. (RI.K.8, RI.K.7)

Additional Standard: RI.K.3

Spiral Standards: RI.K.1, RI.K.4, RI.K.6, RI.K.10, RL.K.2, RL.K.3

SENTENCE-LEVEL AND PARAGRAPH-LEVEL FOCUS AREAS

Fishtank ELA units focus on teaching students how to construct sentences orally and in writing. Over the course of the year, students learn how to use complete sentences to show a deeper understanding of texts and content. As the year progresses, students learn how to use different sentence strategies to articulate and expand their ideas. Guidance on how to teach sentence-level strategies is included in the Enhanced Lesson Plans and Unit Launch of each unit.

	Sentence-Level Focus Areas	Paragraph-Level Focus Areas
UNIT 1	N/A	N/A
UNIT 2	N/A	N/A
UNIT 3	<ul style="list-style-type: none">• Use question words (who, what, where, when, why, and how) to orally ask questions about a topic. (L.K.1.d)• Create simple sentences orally. (L.K.1.f)	N/A
UNIT 4	<ul style="list-style-type: none">• Ask questions using “who,” “what,” “where,” “when,” “why,” and “how.” (L.K.1.d)• Use correct end punctuation. (L.K.2.b)• Capitalize the first letter of a sentence. (L.K.2.a)• Create simple sentences orally and in writing. (L.K.1.f)	N/A
UNIT 5	<ul style="list-style-type: none">• Create simple sentences orally and in writing. (L.K.1.f)• Create statements, questions, and exclamations orally and in writing. (L.K.1.f)• Ask questions using “who,” “what,” “where,” “when,” “why,” and “how.” (L.K.1.d)• Use correct end punctuation. (L.K.2.b)• Capitalize the first letter of a sentence. (L.K.2.b)	N/A
UNIT 6	<ul style="list-style-type: none">• Produce simple sentences orally and in writing. (L.K.1.f)• Use the conjunctions “because” and “so” orally. (L.K.1)• Use correct ending punctuation. (L.K.2.b)• Use statements, questions, and exclamations orally or in writing. (L.K.2)	N/A
UNIT 7	<ul style="list-style-type: none">• Produce simple sentences orally and in writing. (L.K.1f)• Use the conjunctions “because” and “so” orally and in writing. (L.K.1)• Use statements, questions, and exclamations orally or in writing. (L.K.1.1)	N/A
UNIT 8	<ul style="list-style-type: none">• Produce simple sentences orally and in writing. (L.K.1f)• Use the conjunctions “because,” “but,” and “so” orally and in writing. (L.K.1)	N/A

Note: Standards L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.e, L.K.2.c, L.K.2.d are not specifically taught as part of the Fishtank ELA sequence. These standards are covered in most structured phonics programs that should be taught alongside Fishtank ELA.

GENRE-BASED WRITING FOCUS AREAS

All Fishtank ELA units include longer, process-based writing assignments. These assignments provide students the opportunity to show understanding of key unit content across a variety of genres. Depending on the unit, students engage with a range of opinion, informational, or narrative writing during the unit or as a culminating writing project. Each process-based writing assignment builds on work done in the previous unit, ensuring that by the end of the year students have met the demands of the entire standard.

	Narrative Writing	Informational Writing	Opinion Writing
UNIT 1	N/A	N/A	N/A
UNIT 2	N/A	N/A	<ul style="list-style-type: none"> State an opinion about a book. (W.K.1) Use a combination of drawing, dictating, and writing to include one detail that supports the opinion. (W.K.1)
UNIT 3	N/A	<ul style="list-style-type: none"> Name the topic they are writing about. (W.K.2) Use a combination of drawing, dictating, and writing to include some information about the topic. (W.K.2) 	N/A
UNIT 4	<ul style="list-style-type: none"> Narrate a single event. (W.K.3) Tell what happens in the beginning, middle, and end. (W.K.3) 	N/A	<ul style="list-style-type: none"> State an opinion about a book. (W.K.1) Use a combination of drawing, dictating, and writing to include multiple details that support the opinion. (W.K.1)
UNIT 5	<ul style="list-style-type: none"> Narrate a single event. (W.K.3) Tell what happens in the beginning, middle, and end. (W.K.3) Use precise words to help readers visualize what happens. (L.K.5.d) 	<ul style="list-style-type: none"> Name the topic they are writing about. (W.K.2) Use a combination of drawing, dictating, and writing to include some information about the topic. (W.K.2) 	N/A
UNIT 6	N/A	<ul style="list-style-type: none"> Name the topic they are writing about. (W.K.2) Use a combination of drawing, dictating, and writing to include some information about the topic. (W.K.2) 	N/A

UNIT 7	<ul style="list-style-type: none"> • Narrate a single event. (W.K.3) • Tell what happens in the beginning, middle and end. (W.K.3) 	<ul style="list-style-type: none"> • Name the topic they are writing about. (W.K.2) • Use a combination of drawing, dictating, and writing to include some information about the topic. (W.K.2) 	N/A
UNIT 8	N/A	<ul style="list-style-type: none"> • Name the topic they are writing about. (W.K.2) • Use a combination of drawing, dictating, and writing to include some information about the topic. (W.K.2) 	<ul style="list-style-type: none"> • State an opinion about a topic. (W.K.1) • Use a combination of drawing, dictating, and writing to include multiple details that support the opinion. (W.K.1)

SPEAKING AND LISTENING FOCUS AREAS

All Fishtank ELA units require students to use discussions and oral discourse as a way of deepening content understanding. Learning how to have productive discussions, either in small groups, partners, or as a whole class, is something students need to be taught. All Fishtank ELA units include Speaking and Listening Focus Areas that progress from unit to unit. More guidance on the different Speaking and Listening Focus Areas can be found in our Teacher Tool on Academic Discourse.

UNIT 1	<ul style="list-style-type: none">• Follow agreed-upon rules for discussions. (SL.K.1.a)• Speak audibly. (SL.K.6)
UNIT 2	<ul style="list-style-type: none">• Follow agreed-upon rules for discussions. (SL.K.1.a)• Speak audibly. (SL.K.6)
UNIT 3	<ul style="list-style-type: none">• Follow agreed-upon rules for discussions. (SL.K.1.a)• Continue a conversation through multiple exchanges. (SL.K.1.b)• Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details. (SL.K.2)• Speak audibly and express thoughts, feelings and ideas clearly. (SL.K.6)
UNIT 4	<ul style="list-style-type: none">• Continue a conversation through multiple exchanges. (SL.K.1.b)• Asks and answers questions about key details or to get information. (SL.K.2, SL.K.3)• Requests clarification if something is not understood. (SL.K.2 SL.K.3)• Speak audibly and express thoughts, feelings and ideas clearly. (SL.K.6) <p><i>Spiral Standard: SL.K.1.a</i></p>
UNIT 5	<ul style="list-style-type: none">• Continue a conversation through multiple exchanges. (SL.K.1.b)• Requests clarification if something is not understood. (SL.K.2, SL.K.3)• Speak audibly and express thoughts, feelings and ideas clearly. (SL.K.6) <p><i>Spiral Standards: SL.K.1.a, SL.K.4, SL.K.5</i></p>
UNIT 6	<ul style="list-style-type: none">• Continue a conversation through multiple exchanges. (SL.K.1.b)• Speak audibly and express thoughts, feelings and ideas clearly. (SL.K.6) <p><i>Spiral Standards: SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5</i></p>
UNIT 7	<ul style="list-style-type: none">• Continue a conversation through multiple exchanges. (SL.K.1.b)• Speak audibly and express thoughts, feelings and ideas clearly. (SL.K.6) <p><i>Spiral Standards: SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5</i></p>
UNIT 8	<ul style="list-style-type: none">• Continue a conversation through multiple exchanges. (SLK.1B)• Speak audibly and express thoughts, feelings and ideas clearly. (SLK.6) <p><i>Spiral Standards: SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5</i></p>

VOCABULARY FOCUS AREAS

Vocabulary development is an essential part of all Fishtank ELA units. The vocabulary focus of a unit varies depending on the vocabulary demands of the particular text(s). We do not identify priority focus areas for vocabulary in each unit; all of the following vocabulary focus areas are spiraled across all Fishtank ELA units. To learn more about vocabulary instruction in Fishtank ELA, see our Teacher Tool on Vocabulary.

ALL UNITS

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately. (L.K.4.a)
 - Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. (L.K.4.b)
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories to gain a sense of the concepts the categories represent. (L.K.5.a)
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (L.K.5.b)
 - Identify real-life connections between words and their use. (L.K.5.c)
 - Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. (L.K.5.d)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)