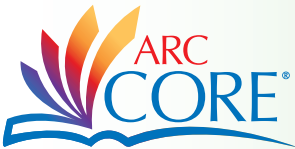


# TRANSFORMATIVE LITERACY, GRADES K–12



## Kindergarten Yearlong Scope & Sequence

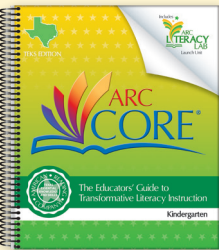
### Unit 1

#### ARC Literacy Lab: Building a Community of Avid Readers & Writers

100-Book Read-Aloud Immersion Collection



Many of these books will be great to use throughout the year.



Teacher and student materials support developing proficiency in reading, writing, and foundational skills, including phonemic awareness, phonics, spelling, and word study.

IRLA: Identify each student's current reading level and the thing they MOST need to learn next.



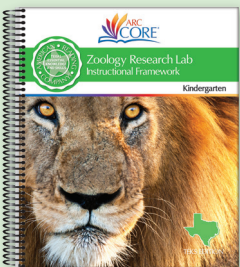
IRLA Foundational Skills Toolkits: Facilitate differentiated instruction in phonemic awareness, phonics, word study, and spelling with authentic text application in flexible, strategic small groups.



### Unit 2

#### Zoology

Knowledge Building and Integrated Reading, Writing, and Foundational Skills



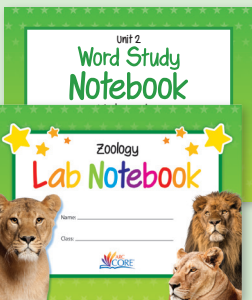
Instructional Framework



Big Book and Read-Aloud Collection



Research Folders and Science Tools



75 Leveled Books for Early Readers

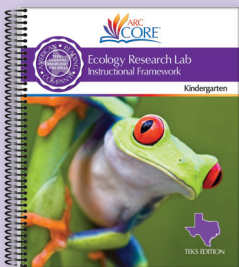
SchoolPace: Monitor student reading progress in real time to intervene early and accelerate growth.



### Unit 3

#### Ecology

Knowledge Building and Integrated Reading, Writing, and Foundational Skills



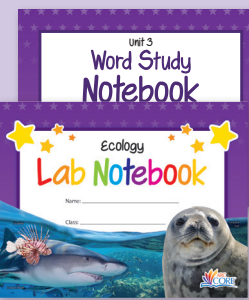
Instructional Framework



Big Book and Read-Aloud Collection



Research Folders and Science Tools

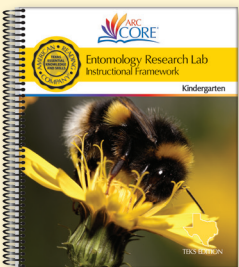


75 Leveled Books for Early Readers

### Unit 4

#### Entomology

Knowledge Building and Integrated Reading, Writing, and Foundational Skills



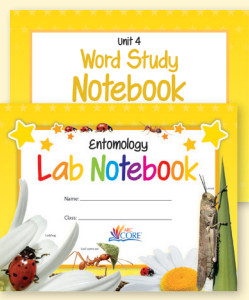
Instructional Framework



Big Book and Read-Aloud Collection



Research Folders and Science Tools



75 Leveled Books for Early Readers

100 Book Challenge Rotating Classroom Libraries: Multicultural, multiperspective texts that are organized by level of foundational skills challenge provide high-volume practice in school and at home.





ELAR TEKS		Kindergarten Scope & Sequence							
Unit 1: ARC Literacy Lab		Unit 2: Zoology	Unit 3: Ecology	Unit 4: Entomology					
Q1: 1st 6–8 Weeks of School		Q2: Approximate Weeks 9–17	Q3: Approximate Weeks 18–26	Q4: Approximate Weeks 27–36					
Multiple Genres	<b>K.7:</b> Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (B) Identify and describe the main character(s). (C) Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance. (D) Describe the setting. <b>K.8:</b> Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. (B) Discuss rhyme and rhythm in nursery rhymes and a variety of poems.	<b>K.8:</b> Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. (D) Recognize characteristics and structures of informational text.	<b>K.7:</b> Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (A) Discuss topics and determine the basic theme using text evidence with adult assistance. <b>K.8:</b> Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. (A) Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.	<b>K.8:</b> Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. (E) Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.					
	Apply focus Foundational Language Skills in composition. <b>K.11:</b> Use genre characteristics and craft to compose multiple texts that are meaningful.	Apply focus Foundational Language Skills in composition. <b>K.11 (A)/(B):</b> Students spend a few weeks on each.	Apply focus Foundational Language Skills in composition. <b>K.11 (A)/(B):</b> Students spend a few weeks on each.	Apply focus Foundational Language Skills in composition. <b>K.11 (A)/(B):</b> Students spend a few weeks on each.					
Composition	Across ALL Four Units: <b>K.10 (Writing Process)</b>		Across ALL Four Units: <b>K.10 (Writing Process)</b>						
Foundational Language Skills	<b>K.2:</b> Develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (A) Demonstrate phonological awareness by: (i) Identifying and producing rhyming words. (iii) Identifying the individual words in a spoken sentence. (B) Demonstrate and apply phonetic knowledge by: (i) Identifying and matching the common sounds that letters represent. (D) Demonstrate print awareness by: (ii) Holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep. (iii) Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. (iv) Recognizing the difference between a letter and a printed word. (v) Identifying all uppercase and lowercase letters. (E) Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	<b>K.2:</b> Develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (A) Demonstrate phonological awareness by: (ii) Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. (x) Segmenting spoken one-syllable words into individual phonemes. (B) Demonstrate and apply phonetic knowledge by: (iv) Identifying and reading at least 25 high-frequency words from a research-based list. (C) Demonstrate and apply phonetic knowledge by: (ii) Spelling words using sound-spelling patterns. (iii) Spelling high-frequency words from a research-based list. (D) Demonstrate print awareness by: (i) Identifying the front cover, back cover, and title page of a book. (v) Identifying all uppercase and lowercase letters.	<b>K.2:</b> Develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (A) Demonstrate phonological awareness by: (iv) Identifying syllables in spoken words. (v) Blending syllables to form multisyllabic words. (vi) Segmenting multisyllabic words into syllables. (B) Demonstrate and apply phonetic knowledge by: (iv) Identifying and reading at least 25 high-frequency words from a research-based list. <b>1.2(B)(ii)</b> Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.	<b>K.2:</b> Develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (A) Demonstrate phonological awareness by: (vii) Blending spoken onsets and rimes to form simple words. (viii) Blending spoken phonemes to form one-syllable words. (B) Demonstrate and apply phonetic knowledge by: (ii) Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. (iii) Recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap. (C) Demonstrate and apply phonetic knowledge by: (i) Spelling words with VC, CVC, CCVC, and CCVC.					
	Across ALL Four Units: <b>K.1 (Oral Language), K.3 (Vocabulary), K.4 (Self-Sustained Reading)</b> Additional <b>K.2 (Beginning Reading and Writing)</b> standards are covered in IRLA Toolkits.		Across ALL Four Units: <b>K.1 (Oral Language), K.3 (Vocabulary), K.4 (Self-Sustained Reading)</b> Additional <b>K.2 (Beginning Reading and Writing)</b> standards are covered in IRLA Toolkits.						
	Ehri’s Phases of Word Reading Development (Orthographic Mapping) Pre-Alphabetic —————→ Partial Alphabetic —————→		—————→						
	Phonological Awareness Oral rhyming	Alliteration First sounds	Syllables	Onset and rime					
Phonics Letter names and sounds	Letter names and sounds	Initial blends and digraphs	First 10 word families						
Word Study Writing represents speech.	Words are represented by specific strings of letters. Read and spell 1G words.	Read and spell 1G/2G words.	Read and spell 2G words.						
Leave No Reader Behind	Kindergarten Independent Reading Level Assessment (IRLA) Targets*								
	Unit 1		Unit 2		Unit 3	Unit 4			
	0.01 (1Y)	0.2 (2Y+)	0.3 (3Y+)	0.4 (3Y+)	0.4 (3Y+)	0.5 (1G)/0.6 (1G+)	0.7 (1G+)	0.8 (2G)/0.9 (2G+)	0.99 (Ready for 1B)
	*See SchoolPace for current target based on your school/district calendar.								