








Grade K ELA Teaching and Learning Framework – Aligned to Tier 1 Resource *Wonders* and *UFLI*
Semester 1

Smart Start Unit	Unit 1 Take a New Step	Unit 2 Let's Explore	Unit 3 Going Places	Unit 4 Around the Neighborhood
Foundations Domain				
Phonological Awareness <ul style="list-style-type: none"> FPA1: Rhyme 	Phonological Awareness <ul style="list-style-type: none"> FPA1: Rhyme FPA2: Words and Sentences FPA3: Compound Words 	Phonological Awareness <ul style="list-style-type: none"> FPA1: Rhymes FPA2: Words and Sentences FPA3: Compound Words FPA4: Syllables FPA5: Onsets/Rimes FPA6: Phonemic Awareness 	Phonological Awareness <ul style="list-style-type: none"> FPA1: Rhymes FPA2: Words and Sentences FPA3: Compound Words FPA4: Syllables FPA5: Onsets/Rimes FPA6: Phonemic Awareness 	Phonological Awareness <ul style="list-style-type: none"> FPA1: Rhymes FPA2: Words and Sentences FPA3: Compound Words FPA4: Syllables FPA5: Onsets/Rimes FPA6: Phonemic Awareness
Concepts of Print <ul style="list-style-type: none"> FCP1: Conceptualizing Text FCP2: Book Orientation and Directionality of Print Texts FCP3: Mechanics of Print Text FCP4: Alphabet Knowledge 	Concepts of Print <ul style="list-style-type: none"> FCP1: Conceptualizing Text FCP2: Book Orientation and Directionality of Print Texts FCP3: Mechanics of Print Text FCP4: Alphabet Knowledge 	Concepts of Print <ul style="list-style-type: none"> FCP1: Conceptualizing Text FCP2: Book Orientation and Directionality of Print Texts FCP3: Mechanics of Print Text FCP4: Alphabet Knowledge 	Concepts of Print <ul style="list-style-type: none"> FCP1: Conceptualizing Text FCP2: Book Orientation and Directionality of Print Texts FCP3: Mechanics of Print Text FCP4: Alphabet Knowledge 	Concepts of Print <ul style="list-style-type: none"> FCP1: Conceptualizing Text FCP2: Book Orientation and Directionality of Print Texts FCP3: Mechanics of Print Text FCP4: Alphabet Knowledge
Phonics <ul style="list-style-type: none"> FP1: Phoneme Grapheme Correspondences FP2: Decoding FP3: Encoding 	Phonics <ul style="list-style-type: none"> FP1: Phoneme Grapheme Correspondences FP2: Decoding FP3: Encoding 	Phonics <ul style="list-style-type: none"> FP1: Phoneme Grapheme Correspondences FP2: Decoding FP3: Encoding 	Phonics <ul style="list-style-type: none"> FP1: Phoneme Grapheme Correspondences FP2: Decoding FP3: Encoding 	Phonics <ul style="list-style-type: none"> FP1: Phoneme Grapheme Correspondences FP2: Decoding FP3: Encoding
Fluency <ul style="list-style-type: none"> FF1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> FF1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> FF1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> FF1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> FF1: Oral and Silent Reading
Handwriting <ul style="list-style-type: none"> FH1: Motor Skill and Legibility FH2: Transcription and Handwriting Fluency 	Handwriting <ul style="list-style-type: none"> FH1: Motor Skill and Legibility FH2: Transcription and Handwriting Fluency 	Handwriting <ul style="list-style-type: none"> FH1: Motor Skill and Legibility FH2: Transcription and Handwriting Fluency 	Handwriting <ul style="list-style-type: none"> FH1: Motor Skill and Legibility FH2: Transcription and Handwriting Fluency 	Handwriting <ul style="list-style-type: none"> FH1: Motor Skill and Legibility FH2: Transcription and Handwriting Fluency
Texts Domain				
Context <ul style="list-style-type: none"> TC1: Purpose and Audience TC2: Authors and Speakers 	Context <ul style="list-style-type: none"> TC1: Purpose and Audience TC2: Authors and Speakers 	Context <ul style="list-style-type: none"> TC1: Purpose and Audience TC2: Authors and Speakers 	Context <ul style="list-style-type: none"> TC1: Purpose and Audience TC2: Authors and Speakers 	Context <ul style="list-style-type: none"> TC1: Purpose and Audience TC2: Authors and Speakers

Style and Structure <ul style="list-style-type: none">• SS1: Organization• SS2: Craft	Style and Structure <ul style="list-style-type: none">• SS1: Organization• SS2: Craft	Style and Structure <ul style="list-style-type: none">• SS1: Organization• SS2: Craft	Style and Structure <ul style="list-style-type: none">• SS1: Organization• SS2: Craft	Style and Structure <ul style="list-style-type: none">• SS1: Organization• SS2: Craft
Techniques	Techniques <ul style="list-style-type: none">• TT2: Opinion• TT3: Expository	Techniques <ul style="list-style-type: none">• TT2: Opinion• TT3: Expository	Techniques <ul style="list-style-type: none">• TT1: Narrative• TT2: Opinion	Techniques <ul style="list-style-type: none">• TT2: Opinion• TT4: Poetic
Research and Analysis <ul style="list-style-type: none">• TRA1: Research and Inquiry• TRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">• TRA1: Research and Inquiry• TRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">• TRA1: Research and Inquiry• TRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">• TRA1: Research and Inquiry• TRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">• TRA1: Research and Inquiry• TRA2: Curating Sources and Evidence
Language Domain	In every unit, students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts. Language standards are articulated at the expectation level on the curriculum map for each unit.			
<div><div></div><div><p>L.GC. 1: Grammar, Usage, & Mechanics</p><p>L.GC.2: Syntax</p><p>L.V.1: General, Academic, & Specialized Vocabulary</p><p>L.V.2: Word Analysis</p></div><div></div></div>				
Practices Domain	Sometimes, students will cultivate Practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. Priority Practices for each unit are articulated on the unit curriculum map for each unit.			
<div><div></div><div><p>P.EICC.1: Reader & Writer Identity</p><p>P.EICC.2: Engagement & Intention</p><p>P.EICC.3: Comprehension Strategies</p><p>P.EICC.4: Writing Processes</p><p>P.ST.1: Context</p><p>P.ST.2: Author, Audience, & Purpose</p></div><div><p>P.AC.1: Reading like a Writer</p><p>P.AC.2: Writing like a Reader</p><p>P.AC.3: Text Design</p><p>P.CP.1: Collaboration</p><p>P.CP.2: Presentation</p></div><div></div></div>				


Cobb County School District

Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency	Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency	Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency	Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency	Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency	Handwriting <ul style="list-style-type: none">FH1: Motor Skill and LegibilityFH2: Transcription and Handwriting Fluency
Texts Domain					
Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers	Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers	Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers	Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers	Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers	Context <ul style="list-style-type: none">TC1: Purpose and AudienceTC2: Authors and Speakers
Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft	Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft	Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft	Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft	Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft	Style and Structure <ul style="list-style-type: none">SS1: OrganizationSS2: Craft
Techniques <ul style="list-style-type: none">TT2: OpinionTT3: Expository	Techniques <ul style="list-style-type: none">TT1: NarrativeTT3: Expository	Techniques <ul style="list-style-type: none">TT1: NarrativeTT2: OpinionTT3: Expository	Techniques <ul style="list-style-type: none">TT2: Opinion	Techniques <ul style="list-style-type: none">TT2: Opinion	Techniques <ul style="list-style-type: none">TT2: Opinion
Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence	Research and Analysis <ul style="list-style-type: none">TRA1: Research and InquiryTRA2: Curating Sources and Evidence
Language Domain		In every unit, students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts. Language standards are articulated at the expectation level on the curriculum map for each unit.			
<div><div></div><div><div>L.GC. 1: Grammar, Usage, & Mechanics</div><div>L.GC.2: Syntax</div><div>L.V.1: General, Academic, & Specialized Vocabulary</div><div>L.V.2: Word Analysis</div></div><div></div></div>					
Practices Domain		Sometimes, students will cultivate Practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. Priority Practices for each unit are articulated on the unit curriculum map for each unit.			






P.EICC.1: Reader & Writer Identity
P.EICC.2: Engagement & Intention
P.EICC.3: Comprehension Strategies
P.EICC.4: Writing Processes
P.ST.1: Context
P.ST.2: Author, Audience, & Purpose

P.AC.1: Reading like a Writer
P.AC.2: Writing like a Reader
P.AC.3: Text Design
P.CP.1: Collaboration
P.CP.2: Presentation



Grade 4 ELA Teaching and Learning Framework – Aligned to Tier 1 Resource Wonders

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Natural Disasters, Our Actions, Starting a Business to Help	Animal Survival, Animals as Characters, Writers Inspired by Animals	Community, The Sky, Self-Expression	Helping Your Community, One Person Makes a Difference, Success in Written Stories	Looking Closely Showing Care, Looking to the Past to Understand the Future	Energy Resources, Traditions, Personal Identity
Foundations Domain					
Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding 	Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding 	Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding 	Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding 	Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding 	Phonics <ul style="list-style-type: none"> F.P.4: Decoding and Encoding
Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading 	Fluency <ul style="list-style-type: none"> F.F.1: Oral and Silent Reading
Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive 	Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive 	Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive 	Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive 	Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive 	Handwriting <ul style="list-style-type: none"> F.H.3: Read Cursive F.H.4: Write Cursive
Texts Domain					
Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers 	Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers 	Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers 	Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers 	Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers 	Context <ul style="list-style-type: none"> T.C.1: Purpose and Audience T.C.2: Authors and Speakers
Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft 	Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft 	Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft 	Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft 	Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft 	Structure and Style <ul style="list-style-type: none"> T.SS.1: Organization T.SS.2: Craft
Techniques <ul style="list-style-type: none"> T.T.3: Expository 	Techniques <ul style="list-style-type: none"> T.T.2: Opinion 	Techniques <ul style="list-style-type: none"> T.T.3: Expository 	Techniques <ul style="list-style-type: none"> T.T.2: Opinion 	Techniques <ul style="list-style-type: none"> T.T.1: Narrative 	Techniques <ul style="list-style-type: none"> T.T.1: Narrative T.T.4: Poetry

Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence 	Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence 	Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence 	Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence 	Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence 	Research and Analysis <ul style="list-style-type: none"> • T.RA.1: Research and Inquiry • T.RA.2: Curating Sources of Evidence
Language Domain		In every unit, students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts. Language standards are articulated at the expectation level on the curriculum map for each unit.			
		L.GC. 1: Grammar, Usage, & Mechanics L.GC.2: Syntax 			
Practices Domain		Sometimes, students will cultivate Practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. Priority Practices for each unit are articulated on the unit curriculum map for each unit.			
		<div> <div> P.EICC.1: Reader & Writer Identity P.EICC.2: Engagement & Intention P.EICC.3: Comprehension Strategies P.EICC.4: Writing Processes P.ST.1: Context P.ST.2: Author, Audience, & Purpose </div> <div> P.AC.1: Reading like a Writer P.AC.2: Writing like a Reader P.AC.3: Text Design P.CP.1: Collaboration P.CP.2: Presentation </div> </div> 