

**K**

**Pacing Guide by Quarters**

**Grade K** **Integrated CCSS English Language Arts**



**Content**:

* **Introduction**
* **Integrated ELA**
* **Five Dimensions of Teaching & Learning**
* **Resources & Strategies**
* **Grade K CCSS Check List**







**Introduction and Overview**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
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| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide.  **Foundational Skills**: This document contains the CCSS Reading Foundations for kindergarten in each of the four areas (concepts of print, phonological awareness, phonics and word recognition, and fluency). This foundational skills model is a variation of several     * + **Concepts of Print**   CCSS.ELA-Literacy.RF.K.2 Students demonstrate understanding of the organization and basic features of print.   * + **Phonological Awareness**   CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   * + **Phonics and Word Recognition**   CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.   * + **Fluency**   CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding. | | | | | | | | | | | | | | | |
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| **Kindergarten** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (Lexile ranges for K – 1 are not applicable). | | | | | | | | | | | | | | | |
|  | ***Literary Text*** is reading to explore others’ experiences; reading for enjoyment. | | | | | | | | | | | | | | |
|  |  | *(Picture Books, Big Books, Grade Level Readers and Anthologies)* | | | | | | | | | | | | | |
|  |  | Alphabet books, adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, storybooks, and fairy tales. | | | | | | | | | | | | | |
|  |  | *Dramas (Acting Out with Dialogue)* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry(Themed Poems, Rhyming Books)* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes ,narrative poems, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text*** is reading to be informed.  *(Grade 1 – Real to Life Text – animals & plants, friends, weather, vehicles, communities, careers, food and health, etc...).* | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | |
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**D**epth **of** **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** | |
| **Bloom’s Taxonomy** | | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** | |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
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| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers.  ……students are being asked to show me understanding by organizing, comparing, giving descriptions and stating a main idea. | … solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **of** **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal. . A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text. Note: Grades K – 2 do not have an assigned Depth of Knowledge for summative assessments (SBAC/PARCC). The DOK’s listed below were taken from Karin Hess’s Reading DOK Descriptors: <http://www.nciea.org/publications/DOKreading_KH08.pdf>

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| **Grade K: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade **K** | 1 | 1 | 1 | 1 | 2 | 2 | 1,2 | N/A | 3 | N/A |  | 1 | 2 | 3 | 2 | 1 | 1,2 | 2,3 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)** Note**: \* Indicates that the CCSS is Increasing in complexity year to year**

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| **RF.K.1** | * Demonstrate understanding of the organization and basic features of print. |
| **RF.K.2** | * Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| **RF.K.3** | * Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF.K.4** | * Read emergent-reader texts with purpose and understanding. |
| **RL.K.1**  **RI.K.1** | * With prompting and support, ask and answer questions about key details in a text. |
| **RL.K.10** | * Actively engage in group reading activities with purpose and understanding. |
| **L.K.6** | * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| **SL.K.1** | * Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. |

**Introduction and Overview Quarter One**

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| **Kindergarten: Quarter One**  **Foundational Skills**  **Concepts of Print**  In the first quarter kindergarten students learn to track left to right as they are being read to. Students recognize letters, words and sentences. They begin to match letters to the alphabet. Students identify words that are short and long as well as capitals and periods in a sentence. By the end of the quarter students identify 13 upper and/or lower case letters.  **Phonological Awareness**  Kindergarten students spent much time on listening to and reciting rhymes and rimes. They count the number of syllables in compound and multisyllabic words. They begin to develop an understanding of sounds heard in the beginning, middle and ending of word. Teachers model onsets and rimes and separating individual phonemes in one syllable words. Students know 4 or more consonant sounds.  **Phonics and Word Recognition**  Daily alphabet practice using the key picture word and letter or sound for each word helps students recognize the name and sound of focus consonants. They listen for “special sounds” that are voiced and unvoiced as well as the digraphs th, sh, ch and wh and know that vowels are short and long sounds.  **Fluency**  Students can read four or more high frequency words by the end of the quarter.  **Integrated Reading, Writing, Language, Speaking and Listening** |
| **During the first quarter of kindergarten, students ask and answer questions** about key details in the text (RL.K.1and RL.K.2) setting a foundation for recognizing main idea in literary text types, while in informational text kindergarten students are expected to be able to identify the main topic (RI.K.2). |
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| **Students apply kindergarten reading standards in literary text** (RL.K.3) more specifically by identifying characters, setting and events while in informational text (RI.K.3) actually describing the connection between two individuals, events, ideas, or pieces of information in a text. |
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| **Kindergarten students learn to link reading to writing** (W.K.1) as they state an opinion or preference to literary text that was read to or with them in the form of drawings, writings or sound to letter expressions. With help and support from adults and/or peers students can add details to their own written expressions of text. As they gain more practice in written expression they relate events and sequences of events and topics in explanatory /informational writing (W.K.2).  **Kindergarten students use language first in speaking, dictating and pictorial representations** with some capital and lower case letters (L.K.1.a) and perhaps letter-to-sound written correspondence, as a means of expression. Speaking and Writing go “hand in hand” in kindergarten. Eventually recognizing simple sentences as having a capital and end mark (L.K.2a-b).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |
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| **Kinder Foundations:** When a new concept is introduced it begins with “much support and prompting.” After students understand the concept, scaffold instruction toward independence.  ***Continuum of Support: (1) Much Support and Prompting (2) Some Support and Prompting (3) Little or Independent Support and Prompting*** | | | |
| **QUARTER ONE: Concepts of Print RF.K.1** Demonstrate understanding of the organization and basic features of print. ***Goal: Student identifies/names 13 upper and/or lower case letters independently.*** | | | |
| **Weeks 1 – 3** | **Weeks 4 – 6** | **Weeks 7 - 9** | |
| **Tracking** Left to right practice (RF.K.1a, c).   * Teacher models pointing word by word, left to right while   reading to students. Students take turns pointing.  **Matching** much support   * Matches lower to upper case **focus** letters to a template using a chart for reference (RF.K.1d).   **Identifying** much support   * Identify examples of a letter, word or sentence (RF.K.1a). * Points / identifies randomly ordered **focus letters**. (RF.K.1a). | **Tracking** some support   * Point to (tracks) each word in a short sentence (RF.K.1a,bc).   **Matching** some support   * Matches lower to upper case focus letters to a template   and names each letter (RF.K.1d).  **Identifying** much/some support   * Identifies short and long words (RF.K.1c). * Identifies capitals and periods in a sentence (RF.K.1b,c). * Points and identifies randomly ordered **focus letters** (RF.K.1a). | **Tracking** little support   * Point to (tracks) each word in a short sentence (RF.K.1a, b, c). * Identifies letters, words and sentences.   **Matching** little support   * Matches lower to upper case **focus letters** without a template and name each letter (RF.K.1d).   **Identifying** little support   * identifies up to 13 randomly ordered **focus letters** (RF.K.1a). * Identifies short and long words (RF.K.1c). * Identifies capitals and periods in a sentence (RF.K.1.b,c) | |
| **QUARTER ONE: Phonological Awareness RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | |
| **Rhymes and Rimes** much support   * Participates in reciting rhymes, finger plays, songs and poems RF.K.2a).   **Parts of a Word** much support   * Models (teacher says onset and rime slowly and asks “What word is it?”) (RF.K.2a, c). * Count and clap the number of syllables in compound and multi-syllabic words (RF.K.2b).   **Sound Sequence** much support   * Begins to develop a concept of beginning, middle and ending sounds in words, teacher asks, “Where do you hear the /b/ sound in the word \_\_\_?” (RF.K.2d), * Identify, match or classify words with the same initial sounds (RF.K.2d). | **Rhymes and Rimes**   * Listens for specific words in rhymes, finger plays, songs and poems (RF.K.2a).   **Parts of a Word** some support   * Models with much support - (teacher says whole word, then models breaking it into onset and rime (i.e. cup = /c/ up   (RF.K.2a,c).   * Count and clap syllables in a multi-syllabic word (RF.K.2b).   **Sound Sequence**much support   * “What sound did you hear at the beg., mid., or end of the word\_\_?” (RF.K.2d). * Identifies beginning sounds (RF.K.2d), (some support).   **Separating Sounds** much support   * Counts 2, 3, 4 phonemes in a one syllable word, with (RF.K.2d). | | **Rhymes and Rimes**   * Identifies rhymes that have the same last rime in rhymes, finger plays, songs and poems (RF.K.2c).   **Parts of a Word** much support   * Models (teacher says whole word, then models breaking it into onset and rime (i.e. cup = /c/ up), and asks “What is the first/last sound?” (RF.K.2c). * Identify the number of syllables in a multi-syllabic word (RF.K.2b),(little support).   **Sound Sequence** some/much support   * “Our sound today is \_\_\_, where do you hear it in the word\_\_\_? Did you hear it at the beg. mid. or end?” * Isolates and pronounces (in CVC words) initial consonant sounds heard with **little support.**   **Separating Sounds** much support   * Students practice saying a word phoneme by phoneme, (much support), (RF.K.2d). |
| **QUARTER ONE: Phonics and word Recognition RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding **short a words**. ***Goal: Students knows 4 consonant sounds (RF.K.2d****).* ***Students read 4 HFW.*** | | | |
| **ABC Practice** (daily: key picture word, letter, sound routine).) (RF.K.3a, b, c). **Focus Letters** Say, Read, Write and Spell Continuum **s, m, r, t, b, n, short a**  Distinguishes **focus letters** as voiced or unvoiced (RF.K.2d).  **High Frequency Words**: Reads **4** or more**: I see my like** | | | |
| **Vowels**   * Identifies the short a sound * Repeats short and long vowel sounds using key picture clues (with much support), (RF.K.2d).   **Blending**   * Teacher models blending short a with continuants s, m ,r | **Vowels**   * Identifies the short a sound * says short and long vowel sounds using key picture clues (with some support), (RF.K.2d).   **Blending** some support   * Students practice blending short a with continuants s, m and r | Teacher begins to model sounds of: **th sh ch wh** (RF.K.2b,c) with **much support.**  **Vowels**   * Identifies the short a sound * says short and long vowel sounds using key picture clues (with little support), (RF.K.2d).   **Blending** little support   * Students blend short a with continuants s, m and r | |
| **QUARTER ONE: Fluency RF.K.4** Read emergent-reader texts with purpose and understanding. Students read decodable text with familiar HFW and short vowel a words. | | | |
| **Writing and Spelling Integrated Language Standards specific to reading foundations for Quarter One**: Demonstrate pencil grip and posture for writing; trace, copy, and write lines, circles with large motor and small motor control. (LK.1a) Copy and write first name; write focus circle letter a within a line. (LK.1a) (Other circle letters include: c, o, d, g, q you may have students practice writing although they are not focus letters, circle letters  are the first and most consistent letters to write. | | | |

**Pacing Guide by Quarter**

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| **Gr. K** | **Quarter 1** | | ***Literary Overview:*** Literary text in the first quarter of kindergarten, targets key ideas & details. Although kindergarten students do not have actual CCSS standards for the writing process (plan, revise, edit) they are included in this guide at a minimal level for the purpose only of students beginning to understand that writing is a process. Writing begins with pictures and letter sounds to represent nouns and verb actions. Modeling is an integral part of the writing process in kindergarten. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview**: Students in Kindergarten learn to note (find) details in text. The teacher models self-questioning strategies during think-alouds. Students learn that opinion means to state a preference. They write, (using capital and lower case letters) draw or speak with appropriate nouns and verb phrases (**ELP Target**). | | | | **Overview**: Students in Kindergarten retell stories by noting details from the text **(ELP Target**). They plan to express their opinion by drawing, dictating or writing about a book or topic. Students revise their opinion piece by adding details (pictures or speaking) demonstrating an understanding of “shades of meaning” in action words (**ELP Target**). | | **Overview**: Students describe story details as they speak, draw or write, about characters, setting and events using nouns and adjectives appropriately (**ELP Target**). Students edit their opinion piece by discussing and adding details as suggested by adults or peers, using rich and descriptive detail. | |
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| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Noting Details | **Reading Skill:** | Noting Details |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Informational Questions (verb phrases) | | **E.L.P. Target Function:** | Retell/Relate Past Events | **E.L.P. Target Function:** | Describing people, places, things |
| E.L.P. Target Forms: | | Questions  did are will am  is can (use in verb phrases)  Predict  will, might, shall, is, going to | | E.L.P. Target Forms: | Retell:  past and present verb tenses, was were ----ing yesterday/last ----ed first last finally has/have/been---- | E.L.P. Target Forms: | Describe  Pronouns + is/are and  have/has Adjectives and nouns + is/are/were, have/has/had |
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| **I Read** to ask and answer questions about **key details**. | | | | **I Read** to retell stories using **key** **details** about events. | | **I Read** to describe story elements using **details**. | |
| * **RL.K.1.** With prompting and support, ask and answer questions about **key details** in a text. Predict what the story will be about (ELP Target). | | | | * **RL.K.2** With prompting and support, retell familiar stories, including **key** **details**. | | * **RL.K.3.** With prompting and support, **identify** **characters**, **settings**, and major **events** in a story. | |
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| **I Write**, **Draw or Speak** to show my opinion or preference. | | | | **I Plan** to elaborate about my opinion on what I’ve **read**. | | **I Edit** with support, my opinion piece using many **details**. | |
| * **W.K.1** …states an opinion or preference about the topic or book (e.g., *my favorite book is...*). | | | | **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they **tell** a reader the **topic** or the **name** of the book they are writing about…. | | * **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add **details** to strengthen writing as needed. | |
| **I Write** using some **letters** to name things. I speak using **verb** **phrases** to tell about details (ELP Target). | | | | **I Revise** my opinion piece to retell more details using **pictures** or **speaking** to show action (ELP Target) | | **I Speak** using **adjectives** to describe people, places and things. (ELP Target) | |
| * + **L.K.1.a** Print many **upper**- and **lower**case letters.   + **L.K.1.b** Use frequently occurring **nouns** and **verbs**. | | | | * + **L.K.5.d** Distinguish shades of meaning among **verbs** describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | | **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional **detail**. | |
| **I Speak** and **Write** using appropriate **verb phrases**. | | | | * **SL.K.5** Add **drawings** or other **visual displays** to descriptions as desired to provide additional detail. | |
| * + **S.L.K.1**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | |

• Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

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| **Gr. K** | **Quarter 1** | | ***Informational Overview:*** Students in kindergarten read and discuss informational text for the purpose of learning to note and question details, identify main ideas through details and compare and contrast text elements (events, individuals and ideas). Students gradually use sound-letter representations to form “words and sentences” and begin to move toward basic representation of language conventions with capitals and end marks. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Kindergarten students note (find) details as they ask and answer questions about the text (**ELP Target**). They respond to the text with appropriate noun and verb phrases. Students write or draw in sound-spelling making use of the pronoun “I.” | | | | **Overview**: Kindergarten students read informational text to identify key facts and main ideas (**ELP Target**). They plan to write facts that contribute to a main idea. They draw or list key ideas (encourage sequence) and revise with a period to represent a sentence in some way (end of sound spelling, pictures, etc…). | | **Overview**: Kindergarten students learn to compare and contrast events, ideas and individuals using target language of comparing and contrasting as they speak and writing (**ELP target**). Students edit their explanatory piece by adding details and sharing (art, drawing, dictating, writing or speaking). | |
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| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Main Idea and Details | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Question |
| **E.L.P. Target Function:** | | Informational Questions (verb phrases)  Predict | | **E.L.P. Target Function:** | Retell/Relate Past Events(verb phrases) | **E.L.P. Target Function:** | Comparing/Contrasting |
| E.L.P. Target Forms: | | Questions  did are will am is can  Predict  will, might, shall, is, going to | | E.L.P. Target Forms: | Retell  past and present verb tenses, was were ----ing yesterday/last ----ed first last finally has/have/been--- | E.L.P. Target Forms: | Compare and Contrast  Like, in the same way, similar, different than, yet, but, even though… (er, est..) |
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| **I Read** or **Listen** to **informational text** to answer questions with **key details**. | | | | **I Read** or **Listen** to **informational text** to find the main idea using **key details** as evidence. | | **I Read** to describe how **events** are the same and different. | |
| * **RL.K.1.** With prompting and support, ask and answer questions about **key details** in a text. Predict what the text will be about (ELP Target). | | | | * **RI.K.2**With prompting and support, identify the main topic and retell **key details** of a text. | | * **RI.K.3** With prompting and support, describe the connection between two **individuals**, **events**, **ideas**, or **pieces** of **information** in a text. | |
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| **I Write** and **Speak** about a **specific topic**. | | | | **I Plan** to write an explanatory by listing **facts**about **main** **ideas**. | | **I Edit** my explanatory piece by sharing and listening to **ideas**. | |
| * **W.K.2**Use a combination of **drawing**, **dictating**,and **writing** to….. name the topic (from a text read to or with them). | | | | * **W.K.2.** Use a combination of **drawing**, **dictating**, and **writing** to …..supply some information about the topic (graphing events in sequence – ELP Target). | | * + **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add **details** and **ideas** to strengthen writing as needed. | |
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| **I Write** using **nouns** and **verbs** to describe a topic (ELP Target). | | | |
| * + **L.K.1.b**Use frequently occurring **nouns** and **verbs**.   + Note: Students may be moving toward sound-spelling with sentences, if so: **L.K.2.a**Capitalize the first word in a sentence and the **pronoun ”*I***.” | | | | **I Revise** my writing to relay the main idea about the topic using **details.** | | **I Speak** using **adjectives** to compare and contrast. | |
| * **W.K.2***Students have graphed a* ***sequence*** *of* ***events*** *and should be able to identify the most important event or main idea.* * If student is sound-spelling or forming sentence “types”:**L.K.2.b**Recognize and name **end punctuation**. | | Note: Kindergarten students should be using **adjectives** in conversations that compare in order to describe connections between individuals, events, ideas or pieces of information (**R.I.K.3**) – ELP Target. | |
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| **I Speak** to ask **questions** about a topic. (ELP Target) | | | |
| * **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about **key details** and requesting clarification if something is not understood. | | | | * + **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional **details**. | | **SL.K.4** **Describe** familiar **people**, **places**, **things**, and **events** and, with prompting and support, provide additional **details**. | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

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| **GR K** | **Quarter 1**   * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.   **Goals and Objectives *Note: “I Can” statements for Foundational Skills are pending…*** | | |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| I can… | | I can… | I can… |
| * **answer** and **ask questions** about key details in literary text (RL.K.1). | | * retell familiar stories using **key details** (RL.K.2). | * identify characters in **text** (RL.K.3). |
| * tell my **opinion** or **preference** about a text (W.K.1). | | * **draw**, **dictate** or **write** my opinion about a topic or text (W.K.1). | * identify settings in **text** (RL.K.3). |
| * print some upper and lower case **letters**(L.K.1.a). | | * use **verbs** that have shades of meaning when writing or speaking (strut, walk, march, and prance), (L.K.5.d). | * identify major events in a **story** (RL.K.3). |
| * speak about text using common **nouns** and **verbs**(L.K.1.b). | | * use **drawings** or other **visual displays** to show detail (SL.K.5). | * add **details** to my stories with help (W.K.5). |
| * take turns when speaking and listening (SL.K.1). | |  | * describe **people**, **places**, **things** and **events** that are familiar to me (SL.K.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| I can… | I can… | I can… |
| * **answer** and ask **questions** about the key details in informational text (RI.K.3). | * identify the **main topic** (RI.K.2). | * describe how two or more **events**, **individuals** or **ideas** are connected(RI.K.3). |
| * write about or name a topic by **drawing**, **dictating** or **writing**(W.K.2). | * retell **key details** about the topic (RI.K.2). | * listen and add details and ideas to my writing (W.K.5). |
| * speak using common **nouns** and **verbs** (L.K.1.b). | * supply some **information** about the topic in sequence (W.K.2). | * **discuss** my writing with adjectives to compare events, individuals or ideas (RI.K.3.) |
| * **capitalize** the first word in a sentence and use the **pronoun** I (L.K.1.a). | * can use **end punctuation** (L.K.2.b). |  |
| * ask and answer **questions** to clarify about the topic (SL.K.2). | * describe people, places, things and events with **details** (SL.K.4). |  |

**Information and Overview**

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| **Kindergarten: Quarter Two**  **Foundational Skills**  **Concepts of Print**  In the second quarter students continue tracking words as the teacher reads. They understand reading as a left to right, top to bottom and page by page activity. Students identify the title and page. They understand the roles of both author and illustrator and identify their names on the cover of a book. Students can identify **26 upper** and/or lower case letters from a random set.  **Phonological Awareness**  Students in kindergarten in the second quarter identify matching sounds of words that make rhymes. They “play” with sounds through alliteration, counting, segmenting and deleting syllables. They listen as the teacher says a word phoneme by phoneme and identify the sounds in the word. With practice and support they begin to break words into phonemes. Sound manipulation of initial sounds is an important step. Students know **9 or more consonant** sounds.  **Phonics and Word Recognition**  Daily alphabet practice using the key picture word and letter or sound for each word helps students recognize the name and sound of focus consonants. They listen for “special sounds” (stops, nasals, hissing, liquids and glides) as well as the sounds of /C/, /S/, /QU/ and /X/. Students recognize short vowels in song or rhyme and identify them when word by distinguishing them from other sounds. Students blend words with short vowels.  **Fluency**  Students can read nine or more high frequency words by the end of the quarter. Students collect favorite words with specific sounds to make word books. |
| During the first quarter of kindergarten, students asked and answered questions about key details in the text, recognizing main ideas in literary text and topics in informational text. In literary text they identified characters, setting and events while in informational text they described the connection between two individuals, events, ideas, or pieces of information in a text. |
| **In the second quarter of kindergarten, students identify types of visual media – storybooks, poems, on-line sources** and art (RL.K.5) and the structure of literary and non-fiction narrative text (beginning, middle and ending) using that structure as a guide to summarize text. Students read to understand how illustrations depict and support story events (RL.K.7). They learn about how an author and illustrator have different roles in supporting main ideas and topics (RL.K.6). |
| During the first quarter of kindergarten students wrote an opinion piece. With help and support they learned to add details to their own written expressions of text, related events and sequences of events and topics in both explanatory and informational writing. In their writing, students used pictorial representations with some capital and lower case letters. They eventually recognized simple sentences as having a capital and end mark. |
| **During the second quarter of kindergarten students plan to write within a structure of narrative sequence** with an emphasis on event reactions (W.K.3). They refine language convention skills in writing and speaking (plural forms, prepositional phrases, (L.K.1.c.,e) asking and answer questions in complete sentences and using nouns and verb correctly), (L.K.1.b) as well as understanding and generating new content vocabulary (RI.K.4) |
| **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **QUARTER TWO: Concepts of Print RF.K.1** Demonstrate understanding of the organization and basic features of print. **Goal: *Identifies/names 26 random upper and/or lower case letters. (RF.K.1d).*** | | | | | |
| **Weeks 1 – 3** | | | **Weeks 4 – 6** | | **Weeks 7 - 9** |
| **Tracking** much support  *(as teacher reads) ongoing throughout quarter*   * Tracks left to right, top to bottom, page by page as teacher reads (RF.K.1a, c).   **Matching** much support   * Matches lower to upper case **focus letters** using a template (RF.K.1a)   And **previous focus letters** without a template (RF.K.1a)  **Identifying** much support   * Identifies title, author and illustrator (RF.K.1a). * Points and identifies randomly ordered focus letters (RF.K.1a). | | | **Matching** some support   * Matches lower to upper case focus letters using a template (RF.K.1a),and previous focus letters without (RF.K.1a)   **Identifying** some support *Ongoing throughout quarter*   * Identifies the title (RF.K.1a). * Identifies the author and illustrator (purpose of each), (RF.K.1a). * Identifies the page (RF.K.1c). * Points and identifies randomly ordered **focus letters** (RF.K.1a). | **Tracking** little support   * Tracks left to right, top to bottom, page by page as teacher reads (RF.K.1a, c).   **Matching**  little Support   * Students can independently name and match lower to   upper cases **focus letters** without a template (RF.K.1d).  **Identifying** little Support   * Points and identifies randomly ordered **focus letters** (RF.K.1a). * Identifies title (RF.K.1a), author and illustrator (RF.K.1a), and page (RF.K.1c). | |
| **QUARTER TWO: Phonological Awareness RF.K.2** **Demonstrate** understanding of spoken words, syllables, and sounds (phonemes). | | | | | |
| **Rhymes and Rimes**   * Identifies matching rhyming words with some support (ongoing), (RF.K.2a). * Says familiar rhymes and poems (RF.K.2a). * Creates alliteration (creates new words with sound substitutes (RF.K.2a.)   **Parts of a Word**   * Identifies onset and rime (some support) (RF.K.2c). * Listening to compound and multi-syllabic words, student **blends syllables** to make a word (much support), (RF.K.2b).   Phoneme by Phoneme much support   * Teacher says a word phoneme by phoneme and asks “What is the word?” (RF.K.2d).   **Sound Sequence** much support using sound boxes with tokens   * Students identify letter/ sound placement (beg, middle or end (RF.K.2c). * Identify, match, and classify words with the same final sounds (RF.K.2d).   **Separating Sounds** much support   * Say a word, student says each sound phoneme by phoneme (exaggerate vowel sound –), (RF.K.2c). Medial Vowel Focus   **Manipulating Sounds** (use pocket charts)   * Model saying a rime and students add a beginning sound (RF.K.2c). | | **Rhymes and Rimes** some support   * Identifies matching rhyming words with some support (ongoing), (RF.K.2a).   **Parts of a Word**   * Identify onset and rime (little support) (RF.K.2c). * Listening to compound and multi-syllabic words students blend syllables to make a word (some support), (RF.K.2c).   Phoneme by Phoneme much support   * Teacher says a word and asks “What sounds are in the word (break it apart-),” (RF.K.2d).   **Sound Sequence** some/much support (continue sound boxes as needed)   * students identify where a letter/sound goes (beginning, middle or   ending) (RF.K.2d).   * Teacher asks, “Which word has (/s/) at the last? (RF.K.2d), (ongoing).   **Separating Sounds** some/much support   * Match picture cards with 2-3-4 phonemes to sounds heard (RF.K.2d). * Medial Vowel focus: Listen to two words (cup/cap) and distinguish which sound is different (RF.K.2d).   **Manipulating Sounds** (use pocket charts) RF.K.2c some support   * Model saying a rime and students add a beginning sound (RF.K.2c). | | | **Rhymes and Rimes** little support   * Identifies matching rhyming words (ongoing), (RF.K.2a).   **Parts of a Word** little support   * Identify onset and rime independently (RF.K.2c). * Listening to compound and multi-syllabic words students…blend syllables to make a word.   Phoneme by Phoneme some/little support   * Students identify a word the teacher says phoneme by phoneme (RF.K.2d). * Student breaks apart a word the teacher says as a whole word, phoneme by phoneme (RF.K.2d).   **Sound Sequence** some/little support   * Identify, match or classify words with the same initial and final sounds. (RF.K.2d),   **Separating Sounds** much/some support   * Match picture cards to the correct medial vowel sound heard.   **Manipulating Sounds** some support (use pocket charts)   * Model saying a rime and students add a beginning sound (RF.K.2c) |
| **QUARTER TWO: Phonics and word Recognition RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. ***Goal: Students knows 9 consonant sounds (RF.K.2d****)* ***and up to 9 HFW.*** | | | | | |
| **ABC Practice** (daily: key picture word, letter, sound routine).) (RF.K.3a, b, c). **Focus Letters** Say, Read, Write and Spell Continuum **h, v, c, p, g, f, l, k, q, short a and i** Distinguishes **focus letters** as voiced or  unvoiced (RF.K.2d) and Distinguishes focus letters as (ongoing) stops/p/, /b/, /t/,/d/,/k/, /g/; and glides /h/, /w/, /wh/, /y/ • nasals /m/, /n/, /ng/and liquids /l/ and /r/ • hissing sounds /f/, /v/, /th/, /th/, /s/, /z/,/sh/). Knows sound representations of /c/, /k/, and /q/ ongoing **High Frequency Words**: Reads 9 or more**: a to and go is here at can** | | | | | |
| **Other Letters**   * Identifies sound of: **th sh ch wh** (RF.K.2b,c) with some support.   **Vowels**   * Identifies the short a and i sounds (says short vowel rhyme). * Distinguishes between the short and long vowel (RF.K.2d).   **Blending**   * Teacher models blending short a and i | **Other Letters**   * Identifies sound of: **th sh ch wh** (RF.K.2b,c) with some support.   **Vowels**   * Identifies the short a (previous) and i sounds. * Says & distinguishes the 5 short and long vowel sounds (RF.K.2d).   **Blending**   * Students blend (with some support) short a and i | | | **Other Letters**   * Identifies sound of: **th sh ch wh** (RF.K.2b,c)   **Vowels**   * Identifies the short a (previous) and i sounds. * Says/distinguishes the 5 short and long vowel sounds (RF.K.2d)   **Blending**   * Students blend (with little support) short a and i | |
| **QUARTER TWO: Fluency RF.K.4** Read emergent-reader texts with purpose and understanding. By the end of second quarter students can read **nine or more** high-frequency words with decodable short a and i words. Make word books as first words are blended and read. Students can collect favorite words with a specific sound (/s/, /ō/, or /r/, for example) and illustrate each word in a word book. | | | | | |
| **Writing and Spelling Integrated Language Standards specific to reading foundations for Quarter Two**:  Form letters (focus letters that have been taught) that are made with a downward line first: b, f, h, i, j, k, l, m, n, p, r, t, u. (LK.1a) Directed writing: Write letters for sounds given by the teacher; write I, the, a. (LK.2c). Attempt phonetic spellings of unknown words; copy and/or complete words in simple printed sentences (e.g., “I like to \_\_\_\_\_\_\_\_\_.”). (LK.2d) | | | | | |

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| **Gr. K** | **Quarter 2** | | ***Literary Overview:*** Literary text in the second quarter of kindergarten is a study of narrative structure, event sequence, summarizing and defining the roles of illustrations, illustrators and authors. Students are asked to “think deeper” to connect events to a reaction or “happening.” They read and write stories to deepen their understanding of structure. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview**: Students explore types of visual media (storybooks, poems, on-line sources and art). The teacher models structure of literary narrative text (beginning, middle and ending). Students summarize and describe a text following the event sequence (**ELP Target**). | | | | **Overview**: Students compare the relationship between illustrations and a story (**ELP Target**).They plan to write a narrative piece with a beginning, middle and ending. Students revise their writing. They use complete sentences. Students illustrate specific story events. Character reactions are connected to an event or “happening.” | | **Overview**: Students understand the different roles of authors and illustrators. Editing consists of publishing by sharing their story in a visual media using vivid descriptions to explain sequential events. They use details to define and explain the main idea (**ELP Target**). | |
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| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Comparing and Contrasting | **Reading Skill:** | Topic, Main Idea, Details |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Monitor and Clarify |
| **E.L.P. Target Function:** | | Description | | **E.L.P. Target Function:** | Comparing  Description | **E.L.P. Target Function:** | Define  Explain |
| E.L.P. Target Forms: | | Describe  Is, can, has, are, and, in, but , is not, because, frequently | | E.L.P. Target Forms: | Compare  when, is like, was/were, he/she + present verb, both, is, about  Describe  Is, can, has, are, and, in, but, is not, because, frequently | E.L.P. Target Forms: | Define  is, a, are, tells, shows that, describes, explains, has, example of  Explain  -ed, -ing, came-come, sang-sing -y, -ly |
|
| **I Read** to recognize and describe different **text types**. | | | | **I Read** to describe and connect the **illustrations** to the **story**. | | **I Read** to explain the role of the author and illustrator in a **story**. | |
| * **RL.K.5** Recognize common **types** of **texts** (literary-narratives, e.g., storybooks, poems – and other visual media). *Discuss and model the narrative structure of beginning, middle and ending. While noting details, have students summarize events within the structure* (supports ELP standard). | | | | * **RL.K.7** With prompting and support, describe the relationship between **illustrations** and the **story** in which they appear (e.g., what moment in a story an illustration depicts), (compare and describe supports ELP standard). | | * **RL.K.6** With prompting and support, name the author and illustrator of a **story** and define the role of each in telling the story. *Ask students how they are like authors and illustrators. Read text, continue emphasizing narrative structure and event = happening. Identify how the details of a story clarify the topic (main idea). Introduce forms of other visual media.* | |
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| **I Write**, **Draw** or **Speak** to tell about one literary **event** or **several connected** literary **events**. | | | | **I Plan** to **write** and **draw** about events in **chronological order** to demonstrate an understanding of narrative sequence. | | **I Edit** my narrative piece in a **visual media**. I use simple phonetic **spelling**, **capitalize** the first word and use an **end mark**. | |
| * + **W.K.3** Use a combination of **drawing**, **dictating**, and **writing** to narrate a single **event** or several loosely linked events… (*Co-construct a class narrative writing piece with the sequence of beginning, middle, ending structure. Model sound to writing.* **L.K.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | | | **W.K.3** (part…) tells about the **events** in the order in which they occurred, and provide a reaction to what happened, using a combination of **writing**, **drawing** and **dictating**.  *Emphasize the importance of illustrations depicting the event and event reaction.* | | * + **L.K.2d** Spell **simple words** phonetically, drawing on knowledge of sound-letter relationships. *Students continue* ***W.K.3*** *“editing” the narrative writing piece (could be published to show event)*. **W.K.7** Participate in shared research and writing…. (students share their published pieces). **L.K.2.a** Capitalize the first word in a sentence and the pronoun. **L.K.2.b** Recognize and name end punctuation. | |
| **I Write** and **Speak** using **plural nouns** and **prepositional phrases** to describe story **events**. | | | | **I Revise** my writing with peers for **language conventions**, event sequence and event=reaction with illustrations and writing. | | **I Speak** using **question words** and **complete sentences**. I share my narrative writing with descriptions of a **visual display**. | |
| * + **L.K.1.c**Formregular **plural nouns** orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**L.K.1.e** Use the most frequently occurring **prepositions** (e.g., to, from, in, out, on, off, for, of, by, with). | | | | * + **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *Students revise plurals, prepositional phrases and sound to print as needed.***L.K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | **L.K.1d** Understand and use **question words** (interrogatives) (e.g., who, what, where, when, why, how.  **SL.K.5** Add **drawings** or other **visual displays** to descriptions as desired to provide additional details (supports the ELP target). | |
| **I Speak** and **Write** to ask clarifying **questions** about **key details**. | | | | * + **L.K.1.f** Produce and expand **complete sentences** in shared language activities (part …) **SL.K.5** Add **drawings** or other **visual displays** to descriptions as desired to provide additional details. (Supports speaking/describing ELP standard). | |
| * **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about **key details** and requesting clarification if something is not understood. | | | |

• Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

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| **Gr. K** | **Quarter 2** | | ***Informational Overview:*** Informational text in the second quarter of kindergarten becomes a focus on structure (event sequence). Illustrator and author roles are well defined. Students classify nouns to prepare for writing about informational topics. Students continue to summarize with a strong focus on unknown words in content (science, soc. st.).  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students understand that narrative text can be fiction or non-fiction. They identify and describe parts of a book and know a title supports the topic (**ELP Target**). They learn new words about non-fiction content (science, social studies, etc…). The teacher models classifying/categorizing topic nouns. | | | | **Overview**: Students read about a topic and plan a non-fiction narrative piece. They classify nouns that support a topic. Students describe (compare and contrast) how different books use illustrations to support text. They describe the differences (**ELP Target**). Students illustrate text (especially event reactions). They revise words that need clarifying. | | **Overview**: Kindergarten students define (**ELP Target**) the different roles of author and illustrator and how their roles contribute to the topic. Students “edit” their non-fiction narrative writing piece in order to “publish” their work (sharing, summarizing, classifying and explaining (**ELP Target**) reactions to events). | |
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| **Reading Skill:** | | Text Structure | | **Reading Skill:** | Comparing and Contrasting | **Reading Skill:** | Topic, Main Idea, Details |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Monitor and Clarify |
| **E.L.P. Target Function:** | | Description(Classify) | | **E.L.P. Target Function:** | Description (relationship) | **E.L.P. Target Function:** | Define and Explain |
| E.L.P. Target Forms: | | Classification  goes, with, here, there, because, is, a, are,  Description  is/are/were have/has/had | | E.L.P. Target Forms: | Description  is/are and, have/has, is/are/were, have/has/had  Summarize  and, but, first, next, last, then, now | E.L.P. Target Forms: | Define  is, a, are, tells, shows that, describes, explains, has, example of  Explain  -ed, -ing, came-come, sang-sing -y, -ly, |
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| **I Read** to identify **book parts** and ask questions about **new words** from informational text. | | | | **I Read** how informational books connect **illustrations** with **text**. | | **I Read** to explain the role of author and illustrator in an **informational book** and look for clues about the topic. | |
| * **RI.K.5**Identify the front cover, back cover, and title page of a book *(****informational text****)*. *Model how the title clarifies the topic. Students describe the category of the main idea (animals, nature, etc…).* Review narrative structure of beginning, middle and ending (journal). | | | | * **RI.K.7** With prompting and support, describe *(compare and contrast with other text and media)* the relationship between **illustrations** and the **text** in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), (supports ELP description standard). | | **RI.K.6**Name the **author** and **illustrator** of a **text** and define the **role** of each in presenting the ideas or information in a text, *(use examples from other informational books/texts. Discuss how the students as “authors and illustrators” of their own narrative pieces use illustrations). Ask how details give clues to the topic or main idea.* | |
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| **I Write** about an **event** in sequential order and by classifying **nouns** in the story. | | | | **I Plan** to write a non-fiction narrative. I **illustrate** a reaction to an event. | | **I Edit** my informational narrative to be sure the **illustrations** support my **text** and **topic**. I summarize the reaction to an **event**. | |
| * **W.K.3** 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…)*.Co-construct a class narrative. Classify and describe the topic using graphs, charts or templates.* | | | | * **W.K.3** (part…) and provide a **reaction** to what happened. *Students plan an informational narrative writing piece illustrating classifications of a topic (animals, zoos, etc…),*(supports ELP standard).**W.K.7** Participate in shared research and writing projects. | | **W.K.3** (part…) *Assist students in developing a summary* and provide a **reaction** to what happened (supports ELP standard). | |
| **I Write** and **Speak** using **new words** and **phrases** from the non-fiction narrative. | | | | **I Revise** my writing by making sure I have used **words** correctly. | | **I Speak** about my published writing audibly, ask **questions** and use **sentences** with appropriate **nouns** and **verbs**. | |
| * **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning **words** and **phrases** based on kindergarten reading and content *(non-fiction topic words).* | | | | * **L.K.4a** Identify **new meanings** for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). *Revision for word meaning may require supportive mini-lessons*. * **SL.K.4** Describe familiar **people**, **places**, **things,** and **events** and, with prompting and support, provide additional **detail**, (supports ELP standard). | | **SL.K.6**Speak audibly and express thoughts, feelings, and ideas clearly (i.e.; when sharing my “published” non-fiction narrative). | |
| **I Use categories** to understand concepts for writing. | | | | **I Write** and **Speak** using new **words** correctly. | |
| **L.K.5a**Sort common objects into **categories** (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*(may also categorize facts or multiple-meaning words about a non-fiction topic),*(supports ELP standard). | | | | **RI.K.4** With prompting and support, **ask** and **answer questions** about unknown words in a text. **L.K.1b** Use frequently occurring nouns and verbs. *Encourage students to classify, sequence events, and share high points of their writing.* | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets

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| **GR K** | **Quarter 2** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.   ***Note: “I Can” Statements for Foundational Skills are Pending…*** | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| I can… | | I can… | I can… |
| * recognize common **text types** (RL.K.5). | | * tell how **illustrations** support the text (RL.K.7). | * name the **author** and **illustrator** of a text and tell about their **roles** (RL.K.6). |
| * tell about an **event** in **sequential order**(W.K.3). | | * tell how a character **reacts** to an **event**. (W.K.3). | * “edit” my writing piece using **simple words**, **capitals** and **end marks** (LK.2a, LK.2.b, and LK.2.d). |
| * write some **consonants** and **short vowels** to represent words and ideas (L.K.2.c). | | * work with peers to explore many **kinds** of **text** and **revise** a writing piece. (W.K.7) (LK.2.d) | * write or draw about an **event** after **researching various texts** with my peers (W.K.3). |
| * add “s” and “es” for **more** than **one** (L.K.1.c). | | * speak in **complete sentences** to share my writing (L.K.1.f). * add **drawings** and other **visual displays** to share (SL.K.5). | * add **details** to support my topic (W.K.3). |
| * write or draw to represent **prepositional phrases** (L.K.1.e) as well as speak (SL.K.2) to answer **key details**. | |  | * share my writing with **drawings** and **visual media**(SL.K.5) and ask my audience **questions** about my writing(L.K.1.d). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| I can… | I can… | I can… |
| * identify the **front**, **back** and **title** of a book (RI.K.5). | * compare and contrast **illustrations** in fiction and non-fiction narrative text (RI.K.7). | * name the **author** and **illustrator** of a non-fiction text and tell about their **roles** (RL.K.6) in non-fiction text. |
| * write about an event in sequential order by **drawing**, **dictating** or **writing** (W.K.3). | * plan to write or draw (complete a graph or chart) to show a **reaction** to an **event** (W.K.3). | * edit my writing **sequence** about an event (W.K.3). |
| * classify **non**-**fiction content words** (science, soc. st.) (L.K.4). | * work with a team to research fiction and non-fiction books (W.K.7) that help with writing. | * share my writing using **nouns** and **verbs** correctly in speech and writing (RI.K.4). * **ask** and **answer questions** about a story and ask questions about my writing with my peers (RI.K.4). * speak clearly to share my **ideas, thoughts** and **feelings** (SL.K.6). |
| * **capitalize** the first word in a sentence and use the **pronoun** I (L.K.1.a). | * can use **new words** correctly in stories and writing (L.K.4.a). |  |
| * **classify** and **sort nouns** in order to write about a topic (L.K.5.a). | * speak and describe **people, places**, **things** and **events** with **details**(SL.K.4) as I share about texts and my writing pieces. |  |

**Introduction and Overview Quarter Three:**

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| **Grade K:Quarter Three**  **Foundational Skills**  **Concepts of Print**  In the third quarter concepts of print for kindergarteners focusses on increasing fluency in naming randomly ordered upper and lower case letters. Students name 40 upper and/or lower case letters.  **Phonological Awareness**  Students in kindergarten in the third quarter of kindergarten students can say a word that rhymes with another word. They listen to, count, segment, delete and substitute syllables. Students can now identify, match and classify words with the same vowel sounds. Students can omit and substitute the last sound of a CVC word. Students know the sound of 10 – 25 consonants.  **Phonics and Word Recognition**  Daily alphabet practice using the key picture word and letter or sound for each word helps students recognize the name and sound of focus consonants. They listen for “special sounds” and classify syllables as open or closed (they begin to recognize the long vowel sound). Much time is spent on blending CVC combinations  **Fluency**  Students can read nineteen or more high frequency words by the end of the quarter. They recognize the change of meaning when plural s is added to a noun when reading decodable texts. Students can read open (long vowel) syllables (he, she, me, etc…).  ***Reading Literature*** |
| During the third quarter of kinder literary reading and writing, students ask and answer questions about text as they learn to self-monitor their own comprehension (RL.K.4). With support they describe how illustrations depict specific events in a story (RL.K.7). Students compare and contrast the adventures and experiences of characters within the same text (RL.K.9).  Kindergarteners explore how an author presents a topic or theme. They can name the topic. Students are able to name a topic for their own narrative writing (a simple sentence or two related by drawing, writing and dictating) (W.K.3). They can plan to write by gathering ideas. Students can identify a simple event sequence in their writing and in others of beginning, middle and ending (W.K.3). With guidance and supports they add details and ask for suggestions (SLK.3). Revising and editing consists of spelling phonetically and speaking in complete sentences during shared language activities (L.K.1.f, L.K.4.b).  ***Informational Text***  During the third quarter of kindergarten informational reading and writing, students ask and answer questions about unknown words (RI.K.4). They are able to identify why an author makes specific points in a text (RI.K.8). Students are beginning to draw conclusions about what they’ve read and can offer a simple hypothesis. They read two texts on the same topic, comparing and contrasting similarities and differences (of fact/opinion, reality/fantasy), (RI.K.9).  Students select a topic from an informational text. They name the topic and work collaboratively to research a number of books about their topic (W.K.7). With support students respond to suggestions about details to add to their writing (W.K.5) and gather information (W.K.8). They use a combination of drawing, dictating and writing to tell about and show their research (W.K.2). They can spell simple words phonetically and use a capital at the beginning of a sentence (L.K.2.1, L.K.2.d). Students share ideas about their topic by producing and expanding complete sentences (L.K.1.f). They are able to confirm their understanding of a topic as they ask and answer questions about key details (SL.K.2).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **QUARTER THREE Concepts of Print RF.K.1** Demonstrate understanding of the organization and basic features of print. **Goal: *Names 40 upper and lower case letters independently.*** | | | | |
| **Weeks 1 – 3** | **Weeks 4 – 6** | | **Weeks 7 - 9** | |
| **Matching** much/some support   * Matches lower to upper case **focus letters** using a template (RF.K.1a)   **Identifying** much/some support   * Names randomly ordered **focus letters** randomly ordered (RF.K.1d). | **Matching** much/some support   * Matches lower to upper case **focus letters** using a template (RF.K.1a)   **Identifying** much/some support   * Names randomly ordered **focus letters** randomly ordered (RF.K.1d) | | **Matching** little support   * Matches lower to upper case **focus letters** without a template (RF.K.1a)   **Identifying** little support   * Names randomly ordered **focus letters** (RF.K.1d). | |
| **QUARTER THREE: Phonological Awareness RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | | |
| **Rhymes and Rimes**   * Says a word that rhymes with another word (much support).   **Parts of a Word**   * Blend individual phonemes to make a word (much support). * Segments phonemes heard in a word (much support). * Listening to compound and multi-syllabic words students   count, blend and **segment** a syllable (much support),(RF.K.2d).  **Sequence of Sounds** Students should Identify, match or classify words with the same vowel sound. (RF.K.2d) throughout the 3rd quarter.   * Recognize medial vowel sound with much support (RF.K.2d).   **Manipulating Sounds**   * Model saying a word and omitting and substituting the beginning sound to make a new word, with much support, (RF.K.2e). | | **Rhymes and Rimes**   * Says a word that rhymes with another word (some support).   **Parts of a Word**   * Blends individual phonemes to make a word (some support). * Segments phonemes heard in a word (much support). * Listening to compound and multi-syllabic words students count , blend and segment a syllable (some support),(RF.K.2d).   **Sequence of Sounds** RF.K.2d   * Recognize medial vowel sound with some support (RF.K.2d).   **Manipulating Sounds** RF.K.2d   * Model saying a word and omitting and substituting the beginning sound to make a new word, with much support, (RF.K.2e). | | **Rhymes and Rimes**   * Says a word that rhymes with another word (little support).   **Parts of a Word**   * Blends individual phonemes to make a word (little support). * Segments phonemes heard in a word (much support). * Listening to compound and multi-syllabic words students count, blend and segment a syllable (some support),(RF.K.2d).   **Sequence of Sounds** RF.K.2d   * Recognizes medial vowel sounds with little support.   **Manipulating Sounds: Blending Phonemes** RF.K.2d   * Model saying a word and omitting and substituting the beginning sound to make a new word, with some support, (RF.K.2e). |
| **QUARTER THREE: Phonics and word Recognition RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. ***Goal: Student knows the sound of 10 - 25 consonants.*** | | | | |
| **ABC Practice** (daily: key picture word, letter, sound routine), (RF.K.3a, b, c). **Focus Letters Say**, Read, Write and Spell Continuum: **d, z, w, y -x, short e and o** Distinguishes focus letters as: Stops, glides, nasals ,liquids, and hissing sounds. Knows sound representations of /c/, /k/, /q/ ,/x/ (little support) **High Frequency Words**: (Reads 19 or more)**: for have said the play she to we do** | | | | |
| **Vowels**   * Identifies the short e and o sounds. * says a long vowel rhyme or song (ongoing) * Distinguishes between the short and long vowel sounds independently, (RF.K.2d). * Classify syllables as open or closed (some support) he, she, we, so, no, hi my (RF.K.3c,d).   **Blending**   * Blends CVC words with known consonants and the short e and o vowel sounds (much support). * Blends (sounds out) open syllable CV words (e.g., he, she, we, go, etc…) with much support. | | **Vowels**   * Identifies the short e and o sounds. * says a long vowel rhyme or song (ongoing) * Distinguishes between the short and long vowel sounds independently, (RF.K.2d). * Classify syllables as open or closed (some support) he, she, we, so, no, hi my (RF.K.3c,d).   **Blending**   * Blends CVC words with known consonants and the short e and o vowel sounds (some support). * Blends (sounds out) open syllable CV words (e.g., he, she, we, go, etc…) with some support. | | **Vowels**   * Identifies the short e and o sounds. * says a long vowel rhyme or song (ongoing) * Distinguishes between the short and long vowel sounds independently, (RF.K.2d). * Classify syllables as open or closed (little support) he, she, we, so, no, hi, my (RF.K.3c,d).   **Blending**   * Blends CVC words with known consonants and the short e and o vowel sounds (little support). * Blends (sounds out) open syllable CV words (e.g., he, she, we, go, etc…) with little support. |
| **QUARTER THREE: Fluency RF.K.4** Read emergent-reader texts with purpose and understanding. By the end of third quarter students can ***read 19 or more*** high-frequency words. After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught.. Recognize the change of meaning when plural –s is added to a noun. (RF.K.3d) when reading decodable texts. (RF.K.3c) | | | | |
| **Writing and Spelling Integrated Language Standards specific to reading foundations for Quarter Three**:   * Form letters with horizontal lines and diagonals: e, s, v, w, x, y, z. (LK.1a) with focus letters that have been taught * Write the consonant letters, including digraphs th, ch, wh, sh when the sounds are dictated. * Write CVC words to dictation; write simple sentences using CVC words and five to ten of the highest frequency words in written text. (RF.K.2d, LK1.1f, LK.2a, LK.2c) * Write short, dictated sentences with a capital letter and end punctuation, using a word wall or other reference for high frequency irregular words. (LK.2a,b) * Create short sentences with known words; attempt spellings of unknown or unusual words. (LK.2c,d) | | | | |

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| **Gr. K** | **Quarter 3**  Reading Literature | | ***Informational Overview:*** Kindergarten students are beginning to tell stories in the form of drawing, writing phonetically and dictating. They can narrate an event and follow how an author orders a sequence of events. They connect illustrations with specific depicted story events. Students compare and contrast experiences of characters in familiar stories in the areas of setting, events and character reactions. They tell or write about a reaction to an event. They speak in complete sentences in shared language experiences demonstrating an understanding of word and phrase meaning.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read and explore stories and poems with their peers and teachers. They ask questions about unknown words and can monitor their own comprehension (by recognizing they need clarification), (**ELP Targets**). Students understand that events have a sequence. They attempt to write about an event spelling phonetically. They produce complete sentences in shared language with their peers. | | | | Students are able to compare the purpose of an author and illustrator (**ELP Target** – Compare). They connect illustrations of a story to a specific event. They describe the connection between pictures and words (**ELP Target**- Describe). They plan to write, draw and tell about an event with guidance and support. Students are able to sequence some events. They revise their writing using inflections and affixes currently in written/  spoken language. | | Students compare and contrast how characters’ experiences in familiar stories are the same and different (**ELP Target).** They can give specific examples of setting, events or characters reactions to events. The edit their writing by providing an ending to one or more event. Their “conclusion” expresses how they felt or reacted to an event. Students can use verb and adjectives in oral and sometimes written expression. | |
| **Reading Skill:** | | Categorize/Classify | | **Reading Skill:** | Text Organization | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Predict/Infer |
| **E.L.P. Target Function:** | | Ask and Answer Questions  Define | | **E.L.P. Target Function:** | Compare  Describe | **E.L.P. Target Function:** | Compare and Contrast |
| E.L.P. Target Forms: | | Ask and Answer Questions: did, are, will, am is, can (use in verb phrases)  Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Compare: when, is like, was/were he/she + present verb, both, is, about  Describe: is, a, can, has, are, and, in, but, is not, because , frequently | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, because different, is \_\_ compared to\_\_\_, |
| **I Read** and **listen** to stories. I **ask** **questions** about **words** I don’t know. | | | | **I Read** and **describe** how **illustrations** tell about a **specific** **event** in a story. | | **I Read** about **characters’**  **experiences**. I **compare** and **contrast** how their experiences are the same or different (**setting**, **events**, **reactions**). | |
| * **RL.K.4** Ask and answer **questions** about **unknown** **words** in a text (supports both ELP Targets).   *Encourage students to* ***monitor*** *their* ***own******comprehension****, asking for clarification about unknown word meanings.* | | | | * **RL.K.7** With prompting and support, **describe** the **relationship** between **illustrations** and the **story** in which they appear (e.g., what moment in a story an illustration depicts), (supports ELP target – Describe). * *Students can draw* ***illustrations*** *that match words of a specific* ***event*** *in a story or poem. I compare what an author and illustrator contribute to a text (supports ELP Target – Compare).* | | * **RL.K.9** With prompting and support, **compare** and **contrast** the **adventures** and **experiences** of characters in familiar stories (supports ELP Target). * *Create a chart with the headings* ***character****,* ***setting*** *and* ***events****. Students answer who, what and where questions about a story. Compare charts from other stories about experiences of characters.* | |
| **I Explore** how **authors** **tell** about **events** in books. | | | | **I Plan** to **write**, **draw** and **tell** about **events** in **order** | | **I Edit** my writing. I tell **what** **happened** at the end [and **why**. | |
| * + **W.K.3** Use a combination of **drawing**, **dictating**, and **writing** to **narrate** a single **event** or several loosely linked events…   ***Model*** *how* ***event****s are illustrated and written in text. Use a simple* ***beginning****,* ***middle*** *and* ***ending*** *graphic organizer to show* ***sequence****.* | | | | * **W.K.3** …**tell** about the **events** **in** the **order** in which they occurred…   *Students plan a narrative by writing, drawing and dictating to retell* ***beginning****,* ***middle*** *and* ***ending*** *of a story.* | | **W.K.3** …and **provide** a **reaction** to **what** **happened**.  *Ask: How did your story end (or others read as a class)? How did the ending make you* ***feel****?* | |
| **I Write** about an **event** in a story. I attempt to write a **sentence**. | | | | **I Revise** my writing with **help**. I use i**nflections** and **affixes** in my writing. | | **I Retell** my story or one I have read. I use **verbs** and **adjectives**. | |
| * + **L.K.2d** **Spell** simple words **phonetically**, drawing on knowledge of sound-letter relationships *(connect back to graphic organizer).*   + **L.K.1f** Produce and expand **complete** **sentences** in shared language activities. | | | | * + **W.K.5** With guidance and **support** from adults, respond to questions and suggestions from peers and **add** **details** to strengthen writing as needed.   + **L.K.4b** Use the most frequently occurring **inflections** and **affixes** (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. | | * + **L.K.5b** Demonstrate understanding of **frequently** occurring **verbs** and **adjectives** by relating them to their opposites (antonyms).   *Students can* ***act******out******verbs*** *and their* ***opposites****. Finding illustrations of* ***adjectives*** *(red/not red) demonstrates understanding of meaning. This is a prelude to understanding comparing and contrasting (ELP target).* | |
| **I Speak** to **ask** and **answer** questions. | | | | **I Speak** to an **adult** and **peers** about my **writing** for support and suggestions. | | **I Speak** to share my writing. I **tell** how the **ending** made me **feel**. | |
| * **SL.K.3** Ask and answer **questions** in order to seek help, get information, or clarify something that is not understood (supports ELP Target – Questioning). | | | | * **SL.K.3** **Ask** and **answer** **questions** in order to **seek** **help**, get information, or clarify something that is not understood (supports ELP Target – Questioning). | |  | |

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| **Gr. K** | **Quarter 3**  Reading Informational | | ***Informational Overview:*** Kindergarten students read informational texts and are able to demonstrate understanding by asking and answering questions. The teacher models self-comprehension strategies (i.e., questioning, predicting, summarizing) as they read or are read to. They identify how authors emphasize a topic or theme. They are able to “write” by drawing, writing phonetically and dictating about an event and gather information from various texts. Students compare and contrast two texts on the same topic.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students monitor their own comprehension by asking and answering questions about unknown words or phrases (**ELP Targets**). They can identify a topic or main idea based on text information. They explore how authors present a topic. Using writing, drawing or dictating students tell about a topic. They write phonetically. | | | | Kindergarten students read informational text and identify reasons authors use about specific points (**ELP Target**). Students draw a conclusion (an opinion or summary statement) *with support* about a specific point of a text. They plan to “write” as they gather ideas from texts and organize them. They re-read their “writing” for revision. | | With support, students identify what is fantasy or real, fact or opinion in two texts about a topic. They compare and contrast the differences and similarities (**ELP Target**). Students are able to hypothesize about what they’ve learned with much guidance. They “edit” their writing (drawing, words, dictation) with a final statement or hypothesis. | |
| **Reading Skill:** | | Categorize/Classify | | **Reading Skill:** | Author’s Purpose (or Cause/Effect) | **Reading Skill:** | Fantasy/Realism (w’ comparing) |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predict/Infer | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Questioning  Define | | **E.L.P. Target Function:** | Draw Conclusions | **E.L.P. Target Function:** | Compare and Contrast  Hypothesize |
| E.L.P. Target Forms: | | Ask and Answer Questions: did, are, will, am is, can (use in verb phrases)  Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Conclusions: although, because, that  past tense verbs: -ed, was – then, were | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, because different, is \_\_ compared to\_\_\_  Hypothesis: would, could, might + have been, seems to be, and so, therefore |
| **I Read** about a **topic**. I **ask** and **answer** **questions** about **new** **words** or phrases. | | | | **I Read** about **informational** **text**. I can **conclude** or **explain** with **reasons** about **specific** **points** in the text. | | **I Read** about **one** **topic**. I read **two** **texts** about my topic. I determine what is the **same** and **different**. | |
| * **RI.K.4** With prompting and support, **ask** and **answer** **questions** about **unknown** **words** in a text (supports ELP Targets).   *Encourage students to* ***monitor*** *their* ***own******comprehension****, asking for clarification about unknown word meaning in informational texts about specific topics.* | | | | * **RI.K.8** With prompting and **support**, i**dentify** the **reasons** an author gives to **support** **points** in a text.   *Ask: Why did the author say\_\_\_? How do you think the author feels about \_\_? Explain your reasons. So,* ***in******conclusion*** *you are saying\_\_\_? (supports ELP Target).* | | * **RI.K.9** With prompting and **support**, **identify** basic **similarities** in and **differences** between **two** **texts** on the **same** **topic** (e.g., in illustrations, descriptions, or procedures), (supports ELP Target).   *Students can organize on a T-Graph or Venn Diagram* ***similarities*** *and* ***differences*** *(****fact****s/****opinion****,* ***fantasy*** *or* ***real****) presented in two texts about the same topic. They summarize what they’ve learned.* | |
| **I Explore** how **authors** use **drawings** and **words** to tell about a **topic**. | | | | **I Plan** to **draw**, **write** and **tell** about a **topic**. I **gather** i**deas** from a number of **books**. | | **I Edit** by **writing**, **drawing** or **dictating** a **conclusion**. I tell what I **hypothesize** (feel, understand) about my topic and why. | |
| * **W.K.2** Use a combination of **drawing**, **dictating**, and **writing** to compose informative/explanatory **texts** in which they **name** what they are writing about….(they think about selecting their own topic to research).   *Students begin to understand that a* ***topic*** *is the* ***name*** *of a “main idea or theme” by gathering facts, viewing a title, making predictions… Ask: How does the author tell us what the book will be about?* | | | | * **W.K.2**… **supply** some **information** about the **topic**. * **W.K.7** Participate in shared research and writing projects (e.g., **explore** a number of **books** by a favorite author and express opinions about them).   *Encourage using a* ***graphic*** *organizer for “gathering”* ***ideas****,* ***pictures****, etc.. about a topic. Classifying ideas is a prelude to drawing conclusions.* | | * **W.K.8** With guidance and **support** from adults, recall information from experiences or gather information from provided sources to answer a question.   *Have students “****edit****” their writing by answer a question that forms the* ***conclusion*** *of their writing. Ask: What is your* ***hypothesis*** *about \_\_\_?*  [*Asking Higher Level Questions in K - 2*](http://hale.sd54.org/wp-content/blogs.dir/21/files/2012/09/BloomsChart-K-2.pdf) | |
| **I Write** a **sentence** with **pictures** and **phonetic** **spellings** to tell about a class **topic**. I **capitalize** the beginning of a sentence and “I.” | | | | **I Revise** my writing about a topic. I **re-read** what I have written and **add** letters where needed. | | **I Share** my **research topic** writing. I use **complete** **sentences**. I can **add** more about my topic when I am questioned about it. | |
| * + **L.K.2a** **Capitalize** the **first** **word** in a sentence and the pronoun ***I****.*   + **L.K.2d** **Spell** simple words **phonetically**, drawing on knowledge of sound-letter relationships. | | | | * + **L.K.2c** Write a **letter** or **letters** for most **consonant** and **short**-**vowel sounds** (phonemes). | | * + **L.K.1f** **Produce** and **expand** **complete** **sentences** in shared language activities. | |
| **I Speak** about **key** **details** in a text to show I **understand**. | | | | **I Speak** about my **planning** and **revising** with peers and adults. | | **I Speak** to **share** my **hypothesis**. | |
| * **SL.K.2** **Confirm** **understanding** of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (supports ELP Target – Questioning). | | | | * + **W.K.5** With guidance and **support** from **adults**, respond to questions and suggestions from **peers** and **add** **details** to strengthen writing as needed. | | * **SL.K.6** Speak audibly and **express** thoughts, feelings, and **ideas** **clearly** (supports ELP Target). | |

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| **GR K** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.   ***Note: “I Can” Statements for Foundational Skills are pending..*** | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **recognize** and **ask** **questions** about **words** I don’t know (RL.K.4). * **answer** **questions** about **unknown** words (RL.K.4). * **tell** how an author shows the reader **what** the story is about (determining a **topic**) (W.K.3). * **draw**, **write** and **dictate** a **sequence** of events from a well-known story (W.K.3). * **spell** simple words **phonetically** (L.K.2.d). * **speak** expanded **complete** **sentences** (L.K.1.f). * **ask** and **answer** **questions** to seek **help** (SL.K.3). | | **I can**   * **describe** what **event** an **illustration** is **depicting** (RL.K.7). * **tell** what an **author** and **illustrator** **do** (RL.K.7). * **draw**, **write** or **dictate** my own narrative by order of **beginning**, **middle** and **ending** (W.K.3). * **add** **details** with support (W.K.5). * **ask** and **answer** **questions** about my writing (SL.K.3). * **speak** using **inflections** and **affixes** correctly to show I understand the meaning of words (L.K.4.b). | **I Can**   * **compare** and **contrast** the **experiences** of **characters** in familiar stories (RL.K.9). * **compare** **characters**, **setting** and **events** (RL.K.9). * **edit** my writing by telling how the **ending** made me **feel** or **react** (W.K.3). * **relate** **verbs** and **adjectives** to their **opposites** (L.K.5.b). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **recognize** and **ask** **questions** about **words** I don’t know (RI.K.4). * **answer** **questions** about **unknown** **words** (RI.K.4). * **name** a **theme**, **idea** or **topic** about an informational text with **reasons** (W.K.2). * **share** a **topic** I’d like to **research** (W.K.2). * **write** a **sentence** with a **beginning** **capital** and capital ***I*** (L.K.2.a). * **spell** simple words **phonetically** about a topic (L.K.2.d). * **answer** **questions** about a **topic** I know about (SL.K.2). | **I can**   * **identify** an **important** **point** in a text (RI.K.8). * **tell** the **reasons** it is important (draw a **conclusion**), (RI.K.8). * plan to **share** about a topic by **organize** **facts** and information (W.K.2). * **draw**, **write** or **dictate** about an information **topic** (W.K.2). * **re-read** what I have written about a topic and **add** **letters** as needed (L.K.2.c). * **respond** to **questions** and **suggestions** from peers and adults on how to strengthen my writing with **details** (W.K.5). | **I can**   * **listen** to or **read** **two** **texts** about the **same** **topic** (RI.K.9). * tell how the **two** **texts** are the **same** or **different** about **specific** **points** or facts with support (RI.K.9) * “edit” my research writing topic when **adults** **help** me **recall** information I know (W.K.8). * write an **ending** or **summary** **sentence** about my research (form a **hypothesis**), (W.K.2) * **share** my research by **producing** and **expanding** complete **sentences** (L.K.1.f). * **speak** and **express** my **ideas** clearly and audibly (SL.K.6). |

**Introduction and Overview Quarter Four:**

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| **Grade K*:* Fourth Quarter**  **Foundational Skills**  **Concepts of Print**  In the fourth quarter concepts of print for kindergarteners focusses on increasing fluency in naming randomly ordered upper and lower case letters. Students name all upper and/or lower case letters.  **Phonological Awareness**  Students in kindergarten in the fourth quarter identify sounds in a CVC word. They blend most syllables and segment most 2-3 syllable words as well as delete and substitute syllables. Students can substitute medial vowel sounds. They know all of the sounds of the consonants.  **Phonics and Word Recognition**  In the daily alphabet practice students are able to say all consonant and vowel sounds. More time is spent on the focus consonants and blending them with short vowels to make CVC words. They are able to increase their fluency and accuracy in reading CVC syllables. They also are able to differentiate between similarly spelled words.  **Fluency**  Students can read twenty-five or more high frequency words by the end of the quarter. They can read simple, decodable texts with words and sound-symbol correspondences that have been taught.  ***Reading Literature***  During the fourth quarter of kinder literary reading and writing, students identify characters, settings and sequence major events (problems), (RL.K.3). Students recognize character opinions and connect to their own opinions or feelings. They explain and interpret how authors and illustrators present information differently for similar reasons (RL.K.6). Students compare and contrast adventures of characters in familiar stories (RL.K.9).  Kindergarteners explore how an author presents an opinion (through a character). Students plan an opinion piece by reporting about a book (W.K.1). They dictate, draw or write about the story problem and form an opinion about the problem. They revise their writing using nouns and verbs that connect to their piece (L.K.5.c, L.K.1.b). Students edit their writing by stating an opinion or preference about the text (W.K.1) and spelling phonetically (L.K.2.d). They present orally and share their writing and opinion, answering questions from the audience. |
| ***Informational Text*:**  During the fourth quarter of kindergarten for informational reading and writing, students compare and contrast pieces of information within one text (RI.K.3). They predict what information will be in the text. Students use prepositions to clarify where information is found in a text (L.K.1.e). They are able to distinguish the roles of author and illustrator (RI.K.6). They compare their predictions to actual information, discussing what clues led them to their predictions. With more specificity they move to comparing and contrasting similarities and differences between two texts on the same topic (RL.K.9). Students draw a conclusion about which of two texts presented clear meaning by evaluating.  Students select a topic from two or more informational texts (W.K.2) or digital sources (W.K.6).  They name the topic and work with support to gather information (W.K.8). Students categorize information about their topic (L.K.5.a). They spell phonetically to “write” about the topic facts (L.K.2.d). To edit (with support and guidance) they dictate, write or draw a conclusion about the facts they learned. They share orally in complete sentences (L.K.1.f) and ask and answer questions about their writing and others (L.K.1.d). Students present their writing by speaking clearly (SL.K.6) and adding additional detail (SL.K.5).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |
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| **Kinder Foundations:** When a new concept is introduced it begins with “much support and prompting.” After students understand the concept, scaffold instruction toward independence. ***Continuum of Support: (1) Much Support and Prompting (2) Some Support and Prompting (3) Little or independent Support and Prompting*** | | | | |
| **QUARTER FOUR Concepts of Print** RF.K.1 Demonstrate understanding of the organization and basic features of print. | | | | |
| **Weeks 1-3** | | **Weeks 4-6** | | **Weeks 7-10** |
| **Identifying** independently   * Names **all** randomly ordered upper- and lower-case letters (RF.K.1d). | | **Identifying** independently   * Names **all** randomly ordered upper- and lower-case letters (RF.K.1d). | | **Identifying** independently   * Names **all** randomly ordered upper- and lower-case letters (RF.K.1d). |
| **QUARTER FOUR: Phonological Awareness RF.K.2** **Demonstrate** understanding of spoken words, syllables, and sounds (phonemes). | | | | |
| **Manipulating Sounds**   * adds a beginning sound to a rime to make a new word., (RF.K.2e). * substitutes a beginning sound with another sound to change a word to a new word. * Segments a word into 2 or 3 syllables (much support) | **Manipulating Sounds**   * adds a beginning sound to a rime to make a new word., (RF.K.2e). * substitutes a beginning sound with another sound to change a word to a new word.). * segments a word into 2 or 3 syllables (some support). | | **Manipulating Sounds**   * adds a beginning sound to a rime to make a new word., (RF.K.2e). * substitutes a beginning sound with another sound to change a word to a new word. * Segments a word into 2 or 3 syllables (little support). | |
| **QUARTER FOUR: Phonics and word Recognition RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words***. Goal: Student knows the sound of 27 (****two sounds of /c/)* ***consonants, short and long vowel sounds and digraphs (RF.K.2c) for a total of 36 sounds.*** | | | | |
| **ABC Practice** (daily: key picture word, letter, sound routine), (RF.K.3a, b, c)., **Focus Letters** Say, Read, Write and Spell Continuum: **j and short u,** High Frequency Words: (Reads 25 or more)**: are he look at me** | | | | |
| **Vowels**   * Identifies the short u sound. * Recognizes common words with the Vce   pattern (like, ate, home, cute), (much support)  (RF.k.3a,b,d)  **Blending**   * Blends CVC words using known consonants and the short vowel u sound. * Blends common Vce pattern words | **Vowels**   * Identifies the short u sound. * Recognizes common words with the Vce   pattern (like, ate, home, cute), (much support)  (RF.k.3a,b,d)  **Blending**   * Blends CVC words using known consonants and the short vowel u sound. * Blends common Vce pattern words | | **Vowels**   * Identifies the short u sound. * Recognizes common words with the Vce pattern (like, ate, home, cute), (much support) (RF.k.3a,b,d)   **Blending**   * Blends CVC words using known consonants and the short vowel u sound. * Blends common Vce pattern words | |
| **QUARTER FOUR: Fluency** RF.K.4 Read emergent-reader texts with purpose and understanding. By the end of third quarter students can ***read 25 or more*** high-frequency words. After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught (RF.K.3c). | | | | |
| * **Writing and Spelling Integrated Language Standards specific to reading foundations for Quarter Four**: Using learned words and sound-symbol associations, formulate and transcribe several sentences that tell a narrative sequence or that describe an object, event, or activity. (WK.3, LK.1,LK.2). Students can identify differences between similarly spelled words. Recognizes common words with the Vce pattern (like, ate, home, cute), (RF.k.3a,b,d) | | | | |

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| **Gr. K** | **Quarter 4**  Reading Literature | | ***Informational Overview:*** Students write a literary opinion piece. They recognize problem and solution within a story structure. They know the roles of author and illustrator. Students compare and contrast adventures of characters in familiar stories and can state an opinion or preference about the books they read.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview**: Students identify characters and settings. they sequence major events (i.e., problems) in stories (**ELP Target** – Sequence). They recognize opinion of characters. Students identify opinion words and descriptions (**ELP Target**-Describe). | | | | **Overview**: Students explain and interpret (**ELP Targets**) the different/similar ways an author and illustrator show how a problem is solved in a story. They recognize how one story may be like another. They plan a literary opinion piece. They illustrate and write about the story problem. They revise using nouns and verbs that connect to their writing. | | **Overview**: Students re-read two prior stories in order to compare and contrast events, problems and solutions (**ELP Target** – Compare and Contrast). Students edit their opinion piece by stating an opinion about how a problem was solved using cause and effect language (**ELP Target**). Students edit spelling and present their findings. | |
| **Reading Skill:** | | Sequence | | **Reading Skill:** | Problem Solving | **Reading Skill:** | Problem Solving |
| **Reading Strategy:** | | Summarize | | **Reading Strategy:** | Summarize | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Describe  Sequence | | **E.L.P. Target Function:** | Explain  Interpret | **E.L.P. Target Function:** | Compare and Contrast  Cause and Effect |
| E.L.P. Target Forms: | | Describe: is, a, can, has, are, and, in, but, is not, because , frequently  Sequence (events) first, second, next after, finally, following, now, soon | | E.L.P. Target Forms: | Explain: -ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences).  Interpret  because, then, finally, so, some, almost all, a few | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, because different, is \_\_ compared to\_\_\_,  Cause/Effect  because, since, consequently, if….then, explains why, caused |
| **I Read** about, identify and **describe** **characters**, **setting** and major **events** (**problems**). I **sequence** the **story** events. | | | | **I Read** stories and **explain** and **interpret** how the **author** and **illustrator** **present** a **problem** and **solution**. | | **I Re-Read** two stories. I **compare** and **contrast** adventures, **events**, and experiences, **problems** and **solutions**. | |
| **RL.K.3** With prompting and support, identify **characters**, **settings**, and major **events** in a story.  *Note: Pre-Select 2 stories of familiar characters.*  *Read One Story – identify (describe) characters and setting (supports ELP Target.* ***Sequence*** *major events on a graphic organizer (supports ELP Target), noting if the problem is at the beginning, middle or ending.* | | | | * **RL.K.6** With prompting and support, name the **author** and **illustrator** of a story and **define** the **role** of **each** in **telling** the **story**.   *Read a pre-selected second story. Follow the same questioning pattern/strategy from Unit #1, but with more emphasis on explaining how the* ***problem*** *is* ***solved*** *(ELP Target – Explain). Ask: What did the author mean when \_\_\_\_? How did the illustrator show \_\_\_\_? (supports ELP Target – Interpret)* | | * **RL.K.9** With prompting and support, **compare** and **contrast** the **adventures** and **experiences** of characters in familiar stories (supports ELP Target compare and contrast). * *Review* ***two******stories****. Model a* ***compare*** *and* ***contrast******graph****. Ask: How are the characters adventures, events or experiences the* ***same*** *or* ***different*** *in each story? How are the problems and solutions (causes and effects) the same or different (supports ELP Target – Cause/Effect).* | |
| **I explore** how the **author** **solves** a **problem**. I **recognize** characters feelings or **opinions**. | | | | **I Plan** an opinion piece about a book by **naming** its **topic** (or title) and **author** and **illustrator**. I write and illustrate about the **problem** in the book. | | **I Edit** my **opinion** piece by telling, writing, drawing or dictating an **opinion** about the text. | |
| **W.K.1**  *Guiding Questions: (to prepare students for writing an opinion piece)*  *How does the* ***author******solve*** *the* ***problem****?*  *How does the* ***illustrator*** *show the problem?*  *What is your* ***opinion*** *about the problem?*  **W.K.5** With guidance and support from adults, respond to questions… *Ask: What* ***descriptions*** *(supports ELP Target), did the author use to show how characters feel or express their* ***opinions****.* | | | | **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the **topic** or the **name** of the book…  *Students “plan” by writing the author, illustrator and topic of selected book.*  *They illustrate and write about the story problem.* | | **W.K.1** …**state** an **opinion** or **preference** about the text (e.g., *My favorite part of the book is...*).  *Students illustrate and write a concluding statement about the solution in the text. They state an opinion about the text.* | |
| I use and form **inflections** and **affixes** accurately when I speak and write. | | | | **I Revise** my **opinion** **piece** with help. I **illustrate** or **write** **nouns** and **verbs**. I show how words **connect** to my opinion piece. | | **I Edit** my **words**. I read my **opinion** **piece** to **adults** and **peers** for **suggestion**s. | |
| *Model nouns that “come up” during story discussion with /s/ or /es/ on a 2-column chart. Do the same for inflections and affixes*.  **L.K.4b** Use the most frequently occurring **inflections** and **affixes** (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **L.K.1c** Form regular **plura**l nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). | | | | **L.K.5c** Identify real-life **connections** between words and their use (e.g., note places at school that are colorful).  **L.K.1b** Use frequently occurring **nouns** and **verbs**. | | **L.K.2d** **Spell** simple words **phonetically**, drawing on knowledge of sound-letter relationships.  **W.K.5** With guidance and **support** from **adults**, respond to questions and **suggestions** from **peers** and add details to strengthen writing as needed. | |
| I speak about stories I’ve read using **descriptive** **words** and **phrases**. | | | |  | | **I present** my opinion piece. I **answer** **questions** about my writing. | |
| **SL.K.4** **Describe** familiar **people**, **place**s, **things**, and **events** and, with prompting and support, provide additional detail. | | | |  | | * **SL.K.2** …. **present** orally … and **answering** **questions** about key details and requesting clarification if something is not understood. | |

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| **Gr. K** | **Quarter 4**  Reading Informational | | ***Informational Overview*** Students prepare to write an informational piece by comparing and contrasting information within and across texts. They understand the roles of author and illustrator. They plan to write by gathering and categorizing information about a topic. Students are able to evaluate and draw conclusions about a topic. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students compare and contrast (**ELP Target**), pieces of information within one text. They predict how authors and illustrators will present information. Students describe (**ELP Target**) where information is located in a text using prepositions. | | | | **Overview**: Students compare the role of author and illustrator in a text (**ELP Target**). They explain if predictions from Unit #4 are the same or different than the actual text(s), (**ELP Target**). Students plan to write by gathering and categorizing information. They revise phonetic spelling. | | **Overview**: With more specificity students compare and contrast similarities and differences between two texts on the same topic (**ELP Target**). They evaluate (**ELP Target**) the texts and draw a conclusion. Students edit their informational piece with drawings and visual displays. | |
| **Reading Skill:** | | Predicting Outcomes | | **Reading Skill:** | Comparing | **Reading Skill:** | Draw Conclusions |
| **Reading Strategy:** | | Predict/Infer | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Questioning |
| **E.L.P. Target Function:** | | Compare and Contrast  Describe | | **E.L.P. Target Function:** | Compare  Explain | **E.L.P. Target Function:** | Compare and Contrast  Evaluate |
| E.L.P. Target Forms: | | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, because different, is \_\_ compared to\_\_\_  Describe: is, a, can, has, are, and, in, but, is not, because , frequently | | E.L.P. Target Forms: | Compare when, is like, was/were he/she + present verb, both, is, about  Explain-ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences). | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, because different, is \_\_ compared to\_\_\_  Evaluate  that, those, each, every, few, many, some), both – and; not only – but also |
| **I Read** and **connect** pieces of i**nformation** in a text by **comparing** and **contrasting**. | | | | **I Read** about **ideas** and **information**. I **compare** how the **author** and **illustrator share** **information**. I **explain** my **predictions** about the text. | | **I read two** **texts** about **one** **topic**. I **compare** similarities and differences. I **evaluate** which text best makes meaning clear. I **draw** a **conclusion**. | |
| *Note Pre-select 2 texts on the same topic for Units 4 – 6.*  **RI.K.3** With prompting and support, **describe** the **connection** between **two** individuals, events, ideas, or **pieces** **of** **information** in **one** **text**.  *Before reading –* ***Predict*** *how the author and illustrator will present the* ***information****.* *Students* ***compare*** *and* ***contrast****. Ask: How are \_\_\_ and \_\_\_ similar in the text? How are \_\_ and \_\_\_ different? (Supports ELP Target)* | | | | **RI.K.6** **Name** the **author** and **illustrator** of a text and **define** the **role** of each in **presenting** the ideas or **information** in a text.  ***Compare*** *how author and illustrator roles are the same and different. Ask: Do both contribute to the topic? In what ways? (Supports ELP target). Discuss predictions, ask:* ***Explain*** *how our* ***prediction*** *is the same or different about the information in the text(s), (supports ELP Target).* | | * **RI.K.9** With prompting and support, identify basic **similarities** and **differences** between **two** **texts** on the **same topic** (e.g., in illustrations, descriptions, or procedures).   ***Compare*** *and* ***contrast******similarities*** *and* ***differences*** *between two texts. Ask:* ***Evaluate*** *which text’s illustrations, descriptions or procedures best make meaning clear. Students work together to* ***draw*** *a* ***conclusion****.* | |
| **I explore** how an **author** **presents** **information** about a topic. | | | | **I Plan** to write about a **topic**. I **sort information** about the topic. | | **I Edit** my writing piece. I use a **complete** **sentences**. I share a **conclusion**. | |
| **W.K.2** ….. name what they are writing about and supply some **information** about the **topic**. **W.K.8** With guidance and support from adults, recall information…  *Use a graphic organizer. List a topic, title and facts about information in one text.*  *Ask: How did the author describe the \_\_\_?*  *How does that compare (or contrast) with \_\_\_\_?*  *Where can we find information about \_\_\_?*  *What description words help us predict about \_\_\_\_? (ELP support)* | | | | **W.K.2** …they **name** what they are writing about and supply some **information** about the **topic**.**W.K.8** With guidance and support from adults, gather information…  **L.K.5a** **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the **concepts** the categories represent.  *Students plan to write about a topic using a variety of sources (***W.K.6** With guidance and support from adults, explore a variety of digital tools to produce …)*. They name,* ***list*** *and* ***categorize******information*** *about a topic.* | | **W.K.2** Use a combination of drawing, dictating, and writing to **compose** informative/explanatory texts…  *Students* ***edit*** *their informational writing piece using drawing, dictating or writing. They compose a* ***concluding******sentence*** *based on an evaluation (e.g., I like the facts about \_\_\_ because \_\_\_).*   * + **L.K.1f** Produce and expand **complete** **sentences** in shared language activities. | |
| **I Write** and **speak** about information using accurate **prepositions**. | | | | **I Revise** my writing. I re-read my **words**. | | **I Ask** **questions** when others tell about their writing. | |
| **L.K.1e** **Use** the most frequently occurring **prepositions** (e.g., *to, from, in, out, on, off, for, of, by, with*).  *Students practice using prepositions as they read and discuss where to find information in a text.* | | | | * + **L.K.2d** **Spell** simple words **phonetically**, drawing on knowledge of sound-letter relationships.   *Students revise using simple phonetically spelled words.* | | * + **L.K.1d** **Understand** and **use** **question** **words** (interrogatives) (e.g., *who, what, where, when, why, how*) *(when others present their writing)*. | |
| **I speak** about **information** with peers using **comparing** **language**. | | | | **I Speak** and share my revision and **ask** for **help**. | | **I Speak** about my **writing** and **express** myself **clearly**. | |
| **SL.K.1** Participate in **collaborative** **conversations** with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. *Teacher directed language –* ***compare*** *and* ***contrast****.* | | | | **SL.K.3** **Ask** and answer **questions** in order to seek **help**, get information, or clarify something that is not understood. | | **SL.K.6** **Speak** audibly and express thoughts, feelings, and ideas **clearly**.  **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. *Students present drawings, visual digital pictures as they present their writing.* | |

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| **GR K** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.   ***Note: “I Can” statements for foundational skills are pending…*** | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **identify** **characters**, **setting** and major **events** in a story (RL.K.3). * tell the **title** and **topic** of a book (W.K.1). * **recognize** and **give** an **opinion** about a book (W.K.1). * **answer** **questions** about an author’s writing (W.K.5). * speak using **inflections** and **affixes** correctly (L.K.4b). * form and use **regular** **plural** **nouns** by adding /s/ or /es/ (L.K.1c). * describe **people**, **places** or **things** and **events** with support (SL.K.4). | | **I can**   * **name** the **author** and **illustrator** of a story (RL.K.6). * explain the **roles** of an **author** and **illustrator** (RL.K.6). * **plan** to write an **opinion** **piece** by naming a **topic** and **title** of a book (W.K.1). * **tell** the **problem** in a story and how I feel or voice an **opinion** about the problem as I write (W.K.1.). * use **words** in my writing that connect to my **opinion** (L.K.5c). * use **nouns** and **verbs** correctly as I write (L.K.1.b). | **I Can**   * **compare** and **contrast** how **familiar** **characters adventures** in **two** **texts** are the same or different (RL.K.9). * **compare** and c**ontrast** the **problems** and **solutions** in adventures or events of familiar characters in **two** **texts** (RL.K.9). * **edit** my opinion writing by telling how I **feel** about the **problem** in a book (W.K.1). * draw or write about the **solution** to a **problem** in my **opinion** piece (W.K.1). * **respond** to **questions** and **suggestions** to strengthen my writing (W.K.5). * **spell** words **phonetically** in my writing (L.K.2d). * **speak** and **present** my writing, **answering** **questions** about details (SL.K.2). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **describe** how **two** **pieces** of **information** in **one** **text** are **connected** (RI.K.3). * **name** what an **author** **writes** about (W.K.2). * **supply** some i**nformation** about the **topic** (W.K.2). * **share** how an **author** may have **gather** **information** about a topic (W.K.8). * **use** **prepositions** when I talk about how where information comes from (L.K.1e). * **participate** in **discussions** in small and large groups about a topic (SL.K.1). | **I can**   * **name** the **author** and **illustrator** of an informational text (RI.K.6). * **explain** the **roles** of an **author** and **illustrator** (RI.K.6). * **plan** to **write** by **naming** a **topic** (W.K.2) * **gather** **information** with help **about** a **topic** as I plan (W.K.2), (W.K.8). * **sort** **information** **about** a **topic** as I plan (L.K.5.a). * **look** for i**nformation** **on-line** or with **digital** **tools** (W.K.6). * **revise** my writing by **spelling** words **phonetically** (L.K.2d). * **ask** and **answer** **questions** to get help (SL.K.3). | **I can**   * **tell** how **two** **texts** about the **same** **topic** are the **same** or **different** (RI.K.9). * **evaluate** the **differences** between **two** **texts** about the same topic (which one has the best information), (RI.K.9). * **draw** a **conclusion** about my evaluation (RI.K.9). * **edit** my **informational** **writing** about a **topic** with a **conclusion** (W.K.2) * **talk** about my **topic** in **shared** **language** activities by **producing** and **expanding** **sentences** (L.K.1f). * **provide** more **detail** about my topic with **drawings** or **descriptions** (SL.K.5). * **share** about my **topic** using **clear** ideas (SL.K.6). |

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **5 Dimensions of Teaching & Learning Strategies** | | | | | | | | | | | |
| 5 Dimensions of Teaching and Learning | | \* The Five Dimensions of Teaching & Learning from Stephen Fink's &Annika Markholt's Leading for Instructional Improvement. | | | **3.** | **Curriculum & Pedagogy** | | | | | |
| Curriculum | | | | | | |
| Connection Graphs to previous lessons  Connections to larger study | | | | | | |
| 1. | | **Purpose** |
|  | | * Standard |
|  | | * Teaching Point |
| **2.** | | **Student Engagement** | Teaching Approaches & Strategies | | | | | | |
|  | | * Intellectual Work | Connects Strategies to Learning  Graphs of connecting to other disciplines  Scaffolding Language  Habits of Thinking Language Posted | | | | | | |
|  | | * Engagement Strategies |
|  | | * Talking Points |
| **3.** | | **Curriculum & Pedagogy** |
|  | | * Curriculum |
|  | | * Teaching Approached & Strategies | Scaffolding | | | | | | |
|  | | * Scaffolds for Learning | Co-Constructed charts (teacher & students | | | | | | |
| **4.** | | **Assessment for Student Learning** | Guided instruction | | | | | | |
|  | | * Assessment | to – with – by | | | | |  | |
|  | | * Adjustments | I do – we do – you do | | | | |  | |
| **5.** | | **Classroom Environment & Culture** | Tiered Assignments | | | | |  | |
|  | | * Use of Physical Environment | **4.** | **Assessment for Student Learning** | | | | | |
|  | | * Classroom Routines & Rituals | Assessments | | | | | | |
|  | | * Classroom Culture | Anecdotal Notes | | | | | Student Work Samples | |
| **Strategies You Can Use in Your Classroom** | | | | | Student-Teacher Conference | | | | | Charts | |
| There are many strategies and activities you can use in your classroom in each of the five areas of teaching and learning. \* These are just a few. The importance of preparing our students for college and career readiness depends on instruction. | | | | | Conferring | | | | | Records | |
| Portfolios | | | | | Rubrics | |
| Student Created Goals | | | | | Contracts | |
| Learning Journals | | | | | Portfolios | |
| **1.** | **Purpose** | | | | Concept Maps | | | | | Knowledge Surveys | |
| Standards | | | | | Assessments Concept Test | | | | | Peer Review | |
| KWL Graph | | | Advanced Graphic Organizer | | Predictions | | | | | Written Reports | |
| I Can Statements | | |  | | Oral Presentations | | | | | Multiple Choice | |
| Standard Sentence Frame | | |  | | Poster Presentations | | | | | Class Assessment | |
| Teacher Example | | |  | | Open -Ended | | | | |  | |
| Teaching Points (Objective) | | | | | Adjustments | | | | | | |
| Targeted question listed | | |  | | Pre-planned Leveled Questions | | | | | | |
| KWL Graph | | |  | | Alternative Question | | | | | | |
| Rubric of Expectations | | |  | | Possible Teacher Adjustments List | | | | | | |
| Performance Tasks Listed | | |  | |  | | | | | | |
| Explained in Kid Language | | |  | | **5.** | **Classroom Environment & Culture Supports Learning with…** | | | | | |
| **2.** | **Student Engagement** | | | | Use of Physical Environment | | | | | | |
| Intellectual Work | | | | | Meeting Areas  Seating Resources  Libraries  Materials | | Charts  Technology  Space  Centers  Desks face teacher  Elbow Room | | | | Neutral zones  Co-constructed  Learning Display  Concept Displays |
| Bloom's Questions | | | Student Created Analogies | |
| Debate | | | Frame a Question | |
| Identify Similarities and Differences | | | KOI-Open-Ended Questions | |
| Class Continuum Levels | | | Patterns & Connections | |
| Higher Level Thinking Graphs | | | Challenge Thinking Activities | |
| KWLH | | | Gates Dimensions | | Classroom Routines and Rituals | | | | | | |
| Engagement | | | | | Techniques  Class is involved in rule making.  Greet by Name  Transition Rules | | | Procedures  Processes  Access to Resources  Entering Class  Leaving Class | | | Effort Rewards  Work Habits  Productive Time  Group experiences |
| Activate Prior Knowledge | | | Debate | |
| Collaboration Activity | | | Partner Talk | |
| Cooperative Learning | | | Class Effort Rubric | |
| Student Response Extends Conversation | | | SIOP Components | |
| Discussion Language Posted | | | Heterogeneous Grouping | | Classroom Culture | | | | | | |
| Think-Pair-Share | | |  | | Expectations Posted  Accountability  Language & Actions Used  Teacher to Student  Student to Student  Community of Equality  Learning from Each Other  Students know clarifying words and language. | | | | Student Task Choice  High Motivation  Caring & Enthused Teacher  Development of relationships  Intellectually and culturally rich class  Risk—Taking Atmosphere | | |
| Talk | | | | |
| Speaking Words Poster | | | Debate | |
| Character Role Play | | | Reciprocal Learning | |
| SIOP Components | | | Question Card Prompts | |
| Think-Pair-Share | | | Prior Knowledge Activities | |
| Partner Talk | | | Think Alouds | |

**Resources**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bloom’s Taxonomy** | | | **Marzano’s 9 Best Practices** | | | | **SIOP Components** | |
| **6** |  | |
| 1. | Identifying Similarities and Differences | | | **Preparation** | |
| Combine Ideas to Form a new Idea | | | 2. | Nonlinguistic Representations | | | Strategies: graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays | |
| Predicting the Outcome | | | 3. | Summarizing and Note Taking | | |
| Adding Ideas | | | 4. | Setting Objectives and Providing Feedback | | |
| Suggesting Solutions | | | 5. | Reinforcing Effort and Providing Recognition | | | **Building Background** | |
| Collecting and Grouping Ideas | | | 6. | Generating and Testing Hypotheses | | | Strategies: KWL, key vocabulary games  links past to new | |
| Organize and Plan | | | 7. | Homework and Practice | | |
| Change Story Ending for a Purpose | | | 8. | Cues, Questions, and Advanced Organizers | | |
| Map Story Setting | | | 9. | Cooperative Learning | | | **Comprehensible Input** | |
| **Creating/Synthesis** | | | **Differentiation Strategies**  (especially beneficial for gifted and high ability students) | | | | Strategies: differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips | |
| **5** |  | |
| Evaluate Characters’ Actions | | | **Compacting** | | Students are pre-assessed to determine already mastered content. | | **Strategies** | |
| Evaluate Feelings | | | GIST, SQP2R, reciprocal teaching, mnemonics, repeated reading, think alouds, paraphrase, question cubes, bloom’s | |
| Evaluate Personality | | |
| Evaluate Values | | | **Depth & Complexity** | | From concrete to abstract and connections over time. | |
| Evaluate Story Ending | | | **Interaction** | |
| Defend an Action | | | Strategies: pairs, triads, TPS, teams, native language materials, student notes, write/respond | |
| Judge | | | **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | |
| Support | | |
| **Evaluation** | | | **Practice/Application** | |
| **4** |  | | **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | Strategies: hands on, discussion, abstract models for concrete concepts, partner work then alone work, integrate all lang. skills | |
| I Conclude… | | |
| Fact or Fiction? | | | **Thinking Skill** (Bloom’s) | | Scaffolding questions and activities at various levels of Bloom's Taxonomy. | | **Lesson Delivery** | |
| Identifying Motives | | | Strategies: clear objectives, opportunities to talk, no down time, whole and small groups | |
| Categorize Events or Ideas | | |
| Compare one to another | | | **Tiered Assignments** | | Different levels of complexity, number of steps and levels of independence. | | **Review/Assessment** | |
| Listing Evidence | | | Strategies: content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, numbered wheels, white-board responses | |
| Examine Evidence | | |
| Asking the Question “Why” | | | **O.D.E. – ELP Standards** | | | | | |
| **Analysis** | | |
| **3** |  | | **Function** | | | **Form** | | |
| Problem Solving | | | express: needs/likes | | | indirect/direct object subject/verb agreements, pronouns | | |
| Why is…it important? | | | describe: nouns | | | nouns, pronouns, adjectives | | |
| How is…and example of? | | | describe: relations | | | prepositional phrases | | |
| Using illustrations to sequence story | | | describe: actions | | | present progressive, adverbs | | |
| Interpret Why Events Happen | | | retell/relate events | | | past tense verbs, perfect aspect (present & past) | | |
| Solve story problem in your own way | | | make predictions | | | Verbs: future tense, conditional mode | | |
| Describe in words or art about story | | | information questions | | | Verbs and verb phrases in questions | | |
| **Application** | | | clarifying questions | | | Questions with increasing specificity | | |
| **2** | |  | express opinion | | | sentence structure, modals (will, can, may shall) | | |
| comparing | | | adjectives, conjunctions, comparatives, superlatives, adverbs | | |
| Summarize Story | | | contrasting | | | comparative adjectives | | |
| Retell Details | | | summarizing | | | increasingly complex sentences w' specific vocabulary | | |
| Sequencing Story Events | | | persuading | | | verb forms | | |
| Main idea | | | literary analysis | | | sentence structure, specific vocabulary | | |
| What Happened/Conclusion | | | cause/effect | | | verb forms | | |
| Describe in Own Words | | | draw conclusion | | | comparative adjectives | | |
| Discuss | | | define | | | nouns, pronouns and adjectives | | |
| Explain | | | explain | | | verbs, declarative & complex sentences, adverbs of manner | | |
| Identify | | | generalize | | | abstract nouns, verb forms, nominalizations | | |
| **Understanding/Comprehension** | | | evaluate | | | complex sentences; increasing specificity of nouns, verbs, adj | | |
| **1** | |  | interpret | | | language of propaganda, complex sentences, nominalizations | | |
| sequence | | | adverbs of time, relative clauses, subordinate conjunctions | | |
| Characters and Story Elements | | | hypothesize | | | Modals (would, could might), compound tenses | | |
| List Events and Character Traits | | | **Resource Contributors:**  Erin Crowley, Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco | | | | | C:\Documents and Settings\Rick Richmond\Local Settings\Temporary Internet Files\Content.IE5\R99A5KDY\MC900056794[1].wmf |
| Repeat - Recall of information | | |
| First, Next, Last - Who, Where in Story… | | |
| Identify Feeling | | |
| Describe from Text | | |
| **Remembering/Knowledge** | | |

**CCSS English language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr K** | | |  | |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  | |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | | | |  |  |  |  | **Reading Foundational Skills** Reading foundational skills are to be checked off by the instructor as used in order to keep the flexibility of the variability of text formats and their high frequency of use in grades K – 2. | | |
| Qtr 1 | Qtr 2 | Qtr 3 | | Qtr 4 | |  |  |  |  |  | *Print Concepts* | |
| **X** | **X** | **X** | | **X** | |  |  |  |  | K.RF.1 |  | Demonstrate understanding of the organization and basic features of print. |
| **✓** | **✓** |  | |  | |  |  |  |  | K.RF.1.a |  | Follow words from left to right, top to bottom, and page by page. |
| **✓** |  |  | |  | |  |  |  |  | K.RF.1.b |  | Recognize that spoken words are represented in written language by specific sequences of letters. |
| **✓** | **✓** |  | |  | |  |  |  |  | K.RF.1.c |  | Understand that words are separated by spaces in print. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.1.d |  | Recognize and name all upper- and lowercase letters of the alphabet. |
|  |  |  | |  | |  |  |  |  |  | *Phonological awareness* | |
| **X** | **X** | **X** | | **X** | |  |  |  |  | K.RF.2 |  | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| **✓** | **✓** | **✓** | |  | |  |  |  |  | K.RF.2.a |  | Recognize and produce rhyming words. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.2.b |  | Count, pronounce, blend, and segment syllables in spoken words. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.2.c |  | Blend and segment onsets and rimes of single-syllable spoken words. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.2.d |  | Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.) |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.2.e |  | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
|  |  |  | |  | |  |  |  |  |  | *Phonics and Word recognition* | |
| **X** | **X** | **X** | | **X** | |  |  |  |  | K.RF.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.3.a |  | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
|  | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.3.b |  | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.3.c |  | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
|  |  |  | | **✓** | |  |  |  |  | K.RF.3.d |  | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
|  |  |  | |  | |  |  |  |  |  | *Fluency* | |
| **✓** | **✓** | **✓** | | **✓** | |  |  |  |  | K.RF.4 |  | Read emergent-reader texts with purpose and understanding. |
|  |  |  | |  | |  |  |  |  | **Reading Literature** | | |
|  |  |  | |  | |  |  |  |  |  | *Key Ideas and Details* | |
| **✓** | **X** | **X** | | **X** | |  |  |  |  | K.RL.1 |  | With prompting and support, ask and answer questions about key details in a text. |
| **✓** |  |  | |  | |  |  |  |  | K.RL.2 |  | With prompting and support, retell familiar stories, including key details. |
| **✓** |  |  | | **✓** | |  |  |  |  | K.RL.3 |  | With prompting and support, identify characters, settings, and major events in a story. |
|  |  |  | |  | |  |  |  |  |  | *Craft and Structure* | |
|  |  | **✓** | |  | |  |  |  |  | K.RL.4 |  | Ask and answer questions about unknown words in a text. |
|  | **✓** |  | |  | |  |  |  |  | K.RL.5 |  | Recognize common types of texts (e.g., storybooks, poems). |
|  | **✓** |  | | **✓** | |  |  |  |  | K.RL.6 |  | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
|  |  |  | |  | |  |  |  |  |  | *Integration of Knowledge and Ideas* | |
|  | **✓** | **✓** | |  | |  |  |  |  | K.RL.7 |  | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| N/A | N/A | N/A | | N/A | |  |  |  |  | K.RL.8 |  | (Not applicable to literature) |
|  |  | **✓** | | **✓** | |  |  |  |  | K.RL.9 |  | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
|  |  |  | |  | |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | |
| **X** | **X** | **X** | | **X** | |  |  |  |  | K.RL.10 |  | Actively engage in group reading activities with purpose and understanding. |

**CCSS English language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr K** | |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | | |
|  |  |  |  |
|  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  | | |
|  |  |  |  | **Reading Informational** | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  |  | *Key Ideas and Details* | |
| **✓** | **X** | **X** | **X** |  |  |  |  | K.RI.1 |  | With prompting and support, ask and answer questions about key details in a text. |
| **✓** |  |  |  |  |  |  |  | K.RI.2 |  | With prompting and support, identify the main topic and retell key details of a text. |
| **✓** |  |  | **✓** |  |  |  |  | K.RI.3 |  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
|  |  |  |  |  |  |  |  |  | *Craft and Structure* | |
|  | **✓** | **✓** |  |  |  |  |  | K.RI.4 |  | With prompting and support, ask and answer questions about unknown words in a text. |
|  | **✓** |  |  |  |  |  |  | K.RI.5 |  | Identify the front cover, back cover, and title page of a book. |
|  | **✓** |  | **✓** |  |  |  |  | K.RI.6 |  | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
|  |  |  |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | |
|  | **✓** |  |  |  |  |  |  | K.RI.7 |  | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
|  |  | **✓** |  |  |  |  |  | K.RI.8 |  | With prompting and support, identify the reasons an author gives to support points in a text. |
|  |  | **✓** | **✓** |  |  |  |  | K.RI.9 |  | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
|  |  |  |  |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | |
| **X** | **X** | **X** | **X** |  |  |  |  | K.RI.10 |  | Actively engage in group reading activities with purpose and understanding. |
|  |  |  |  |  |  |  |  | **Writing** | | |
|  |  |  |  |  |  |  |  |  | *Text Types and Purposes* | |
| **✓** |  |  | **✓** |  |  |  |  | K.W.1 |  | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |
| **✓** |  | **✓** | **✓** |  |  |  |  | K.W.2 |  | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
|  | **✓** | **✓** |  |  |  |  |  | K.W.3 |  | 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. |
|  |  |  |  |  |  |  |  |  | *Production and Distribution of Writing* | |
| N/A | N/A | N/A | N/A |  |  |  |  | K.W.4 |  | (Begins in grade 3) |
| **✓** |  | **✓** | **✓** |  |  |  |  | K.W.5 |  | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
|  |  |  | **✓** |  |  |  |  | K.W.6 |  | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
|  |  |  |  |  |  |  |  |  | *Research to Build and Present Knowledge* | |
|  | **✓** |  |  |  |  |  |  | K.W.7 |  | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
|  |  | **✓** | **✓** |  |  |  |  | K.W.8 |  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
|  |  |  |  |  |  |  |  | K.W.9 |  | (Begins in grade 4) |
|  |  |  |  |  |  |  |  |  | *Range of Writing* | |
| N/A | N/A | N/A | N/A |  |  |  |  | K.W.10 |  | (Begins in grade 3) |

**CCSS English language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr K** | | |  | |  | |  | |  | |  | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | | | | | | | | |
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|  | |  | |  | |  | |  | |
| **District Focus Standards By Quarter** | | | | | | |  | |  | |  | |  | | | | **Language** | | | | | | |
| Qtr 1 | Qtr 2 | | Qtr 3 | | Qtr 4 | |  | |  | |  | |  | | | |  | | *Conventions of Standard English* | | | | |
| **X** | | **X** | | **X** | | **X** | |  | |  | |  | | |  | | | K.L.1 | | |  | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **✓** | |  | |  | |  | |  | |  | |  | | |  | | | K.L.1.a | | |  | | Print many upper- and lowercase letters. |
| **✓** | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.L.1.b | | |  | | Use frequently occurring nouns and verbs. |
|  | | **✓** | |  | |  | |  | |  | |  | | |  | | | K.L.1.c | | |  | | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |
|  | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.L.1.d | | |  | | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |
|  | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.L.1.e | | |  | | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |
|  | | **✓** | | **✓** | | **✓** | |  | |  | |  | | |  | | | K.L.1.f | | |  | | Produce and expand complete sentences in shared language activities. |
|  | |  | |  | |  | |  | |  | |  | | |  | | | K.L.2 | | |  | | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **✓** | | **✓** | | **✓** | |  | |  | |  | |  | | |  | | | K.L.2.a | | |  | | Capitalize the first word in a sentence and the pronoun I. |
| **✓** | | **✓** | |  | |  | |  | |  | |  | | |  | | | K.L.2.b | | |  | | Recognize and name end punctuation. |
|  | | **✓** | | **✓** | |  | |  | |  | |  | | |  | | | K.L.2.c | | |  | | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
|  | | **✓** | | **✓** | | **✓** | |  | |  | |  | | |  | | | K.L.2.d | | |  | | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
|  | |  | |  | |  | |  | |  | |  | | |  | | |  | | | *Knowledge of Language* | | |
| N/A | | N/A | | N/A | | N/A | |  | |  | |  | | |  | | | K.L.3 | | |  | | (Begins in grade 2) |
|  | |  | |  | |  | |  | |  | |  | | |  | | |  | | | *Vocabulary Acquisition and Use* | | |
|  | | **✓** | |  | |  | |  | |  | |  | | |  | | | K.L.4 | | |  | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
|  | | **✓** | |  | |  | |  | |  | |  | | |  | | | K.L.4.a | | |  | | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |
|  | |  | | **✓** | | **✓** | |  | |  | |  | | |  | | | K.L.4.b | | |  | | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
|  | | **✓** | |  | |  | |  | |  | |  | | |  | | | K.L.5 | | |  | | With guidance and support from adults, explore word relationships and nuances in word meanings. |
|  | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.L.5.a | | |  | | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
|  | |  | | **✓** | |  | |  | |  | |  | | |  | | | K.L.5.b | | |  | | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
|  | |  | |  | | **✓** | |  | |  | |  | | |  | | | K.L.5.c | | |  | | Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| **✓** | |  | |  | |  | |  | |  | |  | | |  | | | K.L.5.d | | |  | | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| **X** | | **X** | | **X** | | **X** | |  | |  | |  | | |  | | | K.L.6 | | |  | | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
|  | |  | |  | |  | |  | |  | |  | | |  | | | **Speaking & Listening** | | | | | |
|  | |  | |  | |  | |  | |  | |  | | |  | | |  | | | *Comprehension and Collaboration* | | |
| **✓** | | **X** | | **X** | | **✓** | |  | |  | |  | | |  | | | K.SL.1 | | |  | | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
|  | |  | |  | |  | |  | |  | |  | | |  | | |  | | | *Continue a conversation through multiple exchanges.* | | |
| **✓** | | **✓** | | **✓** | | **✓** | |  | |  | |  | |  | | K.SL.2 | | | |  | | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | |
|  | |  | | **✓** | | **✓** | |  | |  | |  | | |  | | | K.SL.3 | | |  | | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
|  | |  | |  | |  | |  | |  | |  | | |  | | |  | | | *Presentation of Knowledge and Ideas* | | |
| **✓** | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.SL.4 | | |  | | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| **✓** | | **✓** | |  | | **✓** | |  | |  | |  | | |  | | | K.SL.5 | | |  | | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
|  | | **✓** | | **✓** | | **✓** | |  | |  | |  | | |  | | | K.SL.6 | | |  | | Speak audibly and express thoughts, feelings, and ideas clearly. |