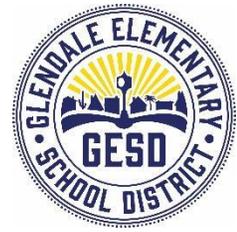


ELA Pacing Guide

2020-2021

Kindergarten



The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzM2 content limits and task demands.

Glendale Elementary School District's K-2 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> ● Phonemic Awareness ● Explicit Phonics Sounds/Spelling Relationships ● Explicit Syllable Rules and Patterns ● Blending ● Word Building ● Controlled Text ● Repeated Reading ● Sight Word Instruction ● Specific and Immediate Feedback 	<ul style="list-style-type: none"> ● Manipulate sounds in spoken word ● Read phonograms ● Build words based on phonogram knowledge ● Apply phonogram sounds in order to decode and read words, phrases, sentences, and passages fluently ● Identify, sort, divide, and read one-syllable and multi-syllabic words ● Read sight words fluently ● Use feedback to set goals for improvement 	<ul style="list-style-type: none"> ● Pearson ReadyGEN ● GESD Phonics Continuum ● GESD Foundational Skills Calendar
<p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning through the application of comprehension skills.</i></p>	<ul style="list-style-type: none"> ● Expose students to text above grade-level ● Model close reading and comprehension strategies, including rereading the text for multiple purposes ● Demonstrate proficient and fluent reading ● Model fix-up reading strategies ● Expose students to a variety of genres ● Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> ● Utilize comprehension strategies while reading ● Ask and answer questions while reading and explain strategies used to understand a text ● Read (or listen to) a wide variety of text types ● Utilize a variety of strategies (context clues, picture clues) to determine meaning of words ● Closely read and annotate text, including rereading for different purposes ● Practice fluent reading through multiple readings of a variety of texts 	<ul style="list-style-type: none"> ● Pearson ReadyGEN ● Appendix B ● Essential Literature ● E-Books
<p style="text-align: center;">Guided Reading (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p>	<ul style="list-style-type: none"> ● Identify instructional and independent reading levels through running records and informal assessments ● Plan explicit lessons for grouped students at their instructional level ● Prompt and reinforce reading behaviors during guided reading ● Expose students to a variety of genres ● Model, guide, and reinforce good reading behaviors and strategies 	<ul style="list-style-type: none"> ● Read increasingly challenging text with fluency, accuracy, and understanding ● Monitor comprehension and utilize strategies to increase understanding ● Read and respond to a wide range of text ● Build reading stamina ● Extend application of skills and strategies during independent reading 	<ul style="list-style-type: none"> ● Pearson ReadyGEN ● 95% Group ● Guided Reading Bookroom ● Jan Richardson Lesson Plans ● Rigby-Running Record
<p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches how to write, the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> ● Handwriting Instruction ● Dictation/Encoding ● Model proficient writing across multiple genres ● Model the writing process, including selecting the appropriate Thinking Map for genre and purpose ● Facilitate shared and guided writing practice ● Confer with students to provide feedback on a writing piece and set goals ● Extend literary analysis to writing for a specific task and purpose ● Model how to cite and paraphrase textual evidence 	<ul style="list-style-type: none"> ● Write phonograms ● Write words using knowledge of phonograms and spelling patterns ● Connect reading textual analysis by responding in writing using text evidence ● Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose ● Write increasingly complex and connected sentences using varied sentence structure ● Participate in the writing process, including collaborating with others ● Present writing in small group and whole class presentations ● Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> ● PAF Writing Instructions ● Thinking Maps ● Write from the Beginning ● Pearson ReadyGEN

Year Long Standards:

Range of Reading and Level of Text Complexity

K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2 B & Unit 3 A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5 B and Unit 6 A/B
Reading Standards: Foundational Skills				
K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.1a Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none"> • Demonstrate understanding of the basic features of print. • Follow words from left to right, top to bottom, and page by page. 	<ul style="list-style-type: none"> • Demonstrate understanding of the basic features of print. • Follow words from left to right, top to bottom, and page by page. 		
K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> • Recognize that spoken words are represented in written language by specific sequence of letters. 			
K.RF.1c Identify that a sentence is made up of a group of words.	<ul style="list-style-type: none"> • Identify that a word is a group of letters • Identify that a sentence is made up of a group of words. 			
K.RF.1d Recognize the difference between a letter and a printed word.	<ul style="list-style-type: none"> • Recognize the difference between a letter and a printed word 			
K.RF.1e Understand that words are separated by spaces in print.	<ul style="list-style-type: none"> • Identify that a sentence is made up of group of words. 			
K.RF.1f Recognize and name all upper and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Recognize and name letters (m,t,s,p,c,n,b,r,d,k,f,a,i,o) 	<ul style="list-style-type: none"> • Recognize and name letters (h,l,g,j,w,x,v,z,y,q,e,u) 		
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) in a spoken word. K.RF.2a Identify and produce sounds (phonemes) in a spoken word.	<ul style="list-style-type: none"> • Identify and produce sound (phoneme) in spoken word. 	<ul style="list-style-type: none"> • Identify and produce sound (phoneme) in spoken word. 	<ul style="list-style-type: none"> • Identify and produce sound (phoneme) in spoken word. 	<ul style="list-style-type: none"> • Identify and produce sound (phoneme) in spoken word.
K.RF.2b Recognize and produce rhyming words.	<ul style="list-style-type: none"> • Recognize rhyme in spoken word. 	<ul style="list-style-type: none"> • Recognize and produce rhyme in spoken word. 		
K.RF.2c Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onset	<ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in words. 	<ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in words. 	<ul style="list-style-type: none"> • Blend and segment onset and rime of single syllable spoken words. 	

and rimes of single syllable spoken words. Blend spoken phonemes to form one syllable words. (e.g /m/ /a/ /n/).	<ul style="list-style-type: none"> Blend and segment onset and rime of single syllable spoken words. 	<ul style="list-style-type: none"> Blend and segment onset and rime of single syllable spoken words. 		
K.RF.2d Isolate and pronounce the initial, medial vowel (long and short), and final sounds (phonemes) in three-phoneme words. *(This does not include CVCs (Consonant Vowel Consonant) ending with /l/, /r/, or /x/).	<ul style="list-style-type: none"> Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. Isolate and pronounce initial consonant blends within spoken words. 	<ul style="list-style-type: none"> Isolate all long vowel sounds. Distinguish long vowel sound from short vowel sound. Segment and blend the vowel sounds in words Identify and read words with short and long vowel patterns.
K.RF.2e Add, substitute and delete individual phonemes in simple one syllable words to make new words.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> Add, substitute and delete individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.
K.RF.3 Know and apply phonics and word analysis skills in decoding words. K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.	<ul style="list-style-type: none"> Connect letter sound to written letter form. (m,t,s,p,c,n,b,r,d,k,f,a,i,o) Identify and read words with sound/written letter forms. (m,t,s,p,c,n,b,r,d,k,f,a,i,o) 	<ul style="list-style-type: none"> Connect letter sound to written letter form. (h,l,g,j,w,x,v,z,y,q,e,u) Identify and read words with sound/written letter forms. (h,l,g,j,w,x,v,z,y,q,e,u) 	<ul style="list-style-type: none"> Connect letter sound to written letter form (sh, ch, wh, the, ck) Identify and read words with sound/written letter forms. 	<ul style="list-style-type: none"> Identify and read words with sound/written letter forms.
K.RF.3b Decode regularly spelled closed-syllable words.	<ul style="list-style-type: none"> Decode regularly spelled closed-syllable words. 	<ul style="list-style-type: none"> Decode regularly spelled closed-syllable words. Decode regularly spelled closed-syllable words with initial blends. 	<ul style="list-style-type: none"> Decode regularly spelled closed-syllable words. Decode regularly spelled closed-syllable words with final blends. 	<ul style="list-style-type: none"> Decode regularly spelled closed-syllable words.
K.RF.3c Read 50 common high-frequency words by sight from a research-based word list.	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 1 1-25): the, of, and, a, to, in, is, you, am, it, he, was, for, on, are, as, his, like, I, at, be, an, go, my, up 	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 1 26-50): or, had, by, so, but, not, what, all, were, we, when, your, can, said, there, has, see, get, she, do, how, did, if, with, no 	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 1 51-75): will, one, this, about, out, many, then, them, these, some, her, its, come, make, they, him, into, time, down, look, two, more, have, each, may 	<ul style="list-style-type: none"> Recognize and read high-frequency words (Fry's list 76-100): number, write, way, could, people, from, than, first, water, been, called, who, that, now, find, long, use, day, their, which, would, made, part, words, other
K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> Identify the sound of the letters that differ in a word. 	<ul style="list-style-type: none"> Identify the sound of the letters that differ in a word. 	<ul style="list-style-type: none"> Identify the sound of the letters that differ in a word. 	<ul style="list-style-type: none"> Identify the sound of the letters that differ in a word.

K.RF.4 Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding.
Writing Standards: Foundational Skills				
K.WF.1 Demonstrate and apply handwriting skills. K.WF.1a Match upper and lower case manuscript letters.	<ul style="list-style-type: none"> • Match written letter form. (m,t,s,p,c,n,b,r,d,k,f,a,i,o) 	<ul style="list-style-type: none"> • Match written letter form. (h,l,g,j,w,x,v,z,y,q,e,u) 		
K.WF.1b Write upper and lower manuscript letters, with reference to a model.	<ul style="list-style-type: none"> • Correctly write in manuscript form upper and lower letters. (m,t,s,p,c,n,b,r,d,k,f,a,i,o) 	<ul style="list-style-type: none"> • Correctly write in manuscript form upper and lower letters. (h,l,g,j,w,x,v,z,y,q,e,u) 		
K.WF.1c Write left to right using appropriate spacing between words	<ul style="list-style-type: none"> • Demonstrate understanding of the basic features of print. • Write words from left to right, top to bottom, and page by page. 	<ul style="list-style-type: none"> • Demonstrate understanding of the basic features of print. • Write words from left to right, top to bottom, and page by page. 		
K.WF.2 Demonstrate and apply sound-letter concepts when writing. K.WF.2a Orally segment the phonemes in any single-syllable, spoken word.	<ul style="list-style-type: none"> • Connect letter sound to written letter form. (m,t,s,p,c,n,b,r,d,k,f,a,i,o) • Identify and write words with sound/written letter forms. • (m,t,s,p,c,n,b,r,d,k,f,a,i,o) 	<ul style="list-style-type: none"> • Connect letter sound to written letter form. (h,l,g,j,w,x,v,z,y,q,e,u) • Identify and write words with sound/written letter forms. • (h,l,g,j,w,x,v,z,y,q,e,u) 	<ul style="list-style-type: none"> • Identify and write words with sound/written letter forms. 	
K.WF.2b Demonstrate and understand that each syllable is organized around a vowel sound.	<ul style="list-style-type: none"> • Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> • Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> • Identify, isolate and pronounce a given target sound in CVC words to determine initial, medial, and/or final position. • Isolate and pronounce initial consonant blends within spoken words. 	
K.WF.3 Know and apply phonics and word analysis skills when encoding words. K.WF.3a Represent phonemes in simple words, using letter-sound relationships.	<ul style="list-style-type: none"> • Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> • Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> • Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. • Isolate and write initial consonant blends within spoken words. 	
K.WF.3b Write or select an initial or final consonant when a medial vowel is provided.		<ul style="list-style-type: none"> • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	
K.WF.3c Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	<ul style="list-style-type: none"> • Associate the short sounds with common spellings (graphemes) for the five major vowels. 	<ul style="list-style-type: none"> • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 	<ul style="list-style-type: none"> • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 	

(e.g., pet, mud) words with short vowel sounds.				
K.WF.3d Accurately write grade-level appropriate words, as found in a research-based word list.	<ul style="list-style-type: none"> Recognize and write high-frequency words (Fry’s list 1 1-25): the, of, and, a, to, in, is, you, am, it, he, was, for, on, are, as, his, like, I, at, be, an, go, my, up 	<ul style="list-style-type: none"> Recognize and write high-frequency words (Fry’s list 1 26-50): or, had, by, so, but, not, what, all, were, we, when, your, can, said, there, has, see, get, she, do, how, did, if, with, no 	<ul style="list-style-type: none"> Recognize and write high-frequency words (Fry’s list 1 51-75): will, one, this, about, out, many, then, them, these, some, her, its, come, make, they, him, into, time, down, look, two, more, have, each, may 	<ul style="list-style-type: none"> Recognize and write high-frequency words (Fry’s list 76-100): number, write, way, could, people, from, than, first, water, been, called, who, that, now, find, long, use, day, their, which, would, made, part, words, other
K.WF.3e Attempt phonetic spelling of unknown words. IR2:HI-6 producing letter sounds represented by the single-lettered consonants and vowels.	<ul style="list-style-type: none"> Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. 	<ul style="list-style-type: none"> Identify, isolate and write a given target sound in CVC words to determine initial, medial, and/or final position. Isolate and write initial consonant blends within spoken words. 	
Reading Standards for Literature				
K.RL.1 With prompting and support, ask and answer questions about key details in a text. <i>Connects to K.SL.2</i> <i>Connects to K.L.1.c</i> K:S1-I-1: ask and answer questions about key details from read-alouds, picture books, and oral presentations.	<ul style="list-style-type: none"> Ask (generate) questions about key details in a text. Answer questions about key details in a text. Use details to understand events in a text. 	<ul style="list-style-type: none"> Ask (generate) questions about key details in a text. Answer questions about key details in a text using words and pictures as evidence. 	<ul style="list-style-type: none"> Ask (generate) questions about key details in a text. Answer questions about key details in a text using words and pictures as evidence. 	<ul style="list-style-type: none"> Ask questions about key details in a text. Answer questions about key details in a text using words and pictures as evidence.
K.RL.2 With prompting and support, retell familiar stories, including key details, conversations. K:S1-I-2: identify main topics/events from read-alouds, picture books, and oral presentations. K:S1-I-3: retell familiar texts with details.	<ul style="list-style-type: none"> Retell familiar stories, including key details. Retell events in a story including key details. 	<ul style="list-style-type: none"> Retell a familiar story, including key details. 	<ul style="list-style-type: none"> Retell familiar stories, including key details. Retell events in a story including key details. 	<ul style="list-style-type: none"> Retell familiar stories, including key details.
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Identify and describe a character in a story. Identify and discuss key details about the setting of a story. 	<ul style="list-style-type: none"> Identify key details about characters in a story. Identify key details about the setting of a story. 	<ul style="list-style-type: none"> Identify and describe characters and their experiences. Identify key details that tell about major events in a story. 	<ul style="list-style-type: none"> Identify key details about the characters in a story. Identify key details about the setting in a story.

<p>K:S1-I-4: identify basic similarities and differences in familiar texts.</p>	<ul style="list-style-type: none"> • Identify major events in a story. 	<ul style="list-style-type: none"> • Identify the major events in a story and the sequence in which they occur. • Identify key details about the major events in a story. 		<ul style="list-style-type: none"> • Identify key details that tell about major events in a story.
<p>K.RL.4 With prompting and support ask and answer questions about unknown words in a text. Connects to K.SL.3 K:S2-I-1: answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Identify word meanings using context (picture clues, surrounding words, etc.). 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Identify word meanings using context (picture clues, surrounding words, etc.). 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Identify word meanings using context (picture clues, surrounding words, etc.).
<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.</p>	<ul style="list-style-type: none"> • Recognize common types of texts (e.g. poems). • Identify the front cover, back cover, and title of a book. 	<ul style="list-style-type: none"> • Recognize common types of texts (e.g. poems). • Identify the front cover, back cover, and title of a book. 	<ul style="list-style-type: none"> • Recognize common types of texts (e.g. poems). 	<ul style="list-style-type: none"> • Recognize common types of texts (e.g., poems).
<p>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.</p>	<ul style="list-style-type: none"> • Identify the author and illustrator of a story and tell what each does. 	<ul style="list-style-type: none"> • Identify the author and illustrator of a story and tell what each does. 	<ul style="list-style-type: none"> • Identify the author and illustrator of a story and tell what each does. 	<ul style="list-style-type: none"> • Identify the author and illustrator of a story and tell what each does.
<p>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). K:S1-I-4: identify basic similarities and differences in familiar texts.</p>	<ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear. • Understand the connection between words and illustrations. • Ask and answer questions about the connection between illustrations and words in a story. 	<ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear. • Understand the connection between words and illustrations. • Ask and answer questions about the connection between illustrations and words in a story. 	<ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear. • Understand the connection between words and illustrations. • Ask and answer questions about the connection between illustrations and words in a story. 	<ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear. • Understand the connection between words and illustrations. • Ask and answer questions about the connection between illustrations and words in a story.
<p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> • Compare and contrast elements of two familiar stories. • Compare and contrast characters in two familiar stories. 	<ul style="list-style-type: none"> • Compare and contrast adventures and experiences of characters in familiar stories. • Compare and contrast characters in two familiar stories. 	<ul style="list-style-type: none"> • Compare and contrast characters in two familiar stories. • Compare and contrast adventures and experiences of characters in familiar stories. • Compare and contrast elements of two familiar stories. 	<ul style="list-style-type: none"> • Compare and contrast two familiar texts. • Compare and contrast key ideas in two texts.
<p>Reading Standards for Informational Text</p>				

<p>K.RI.1 With prompting and support, ask, and answer questions about key details in a text.</p> <p><i>Connects to K.SL.2, K.L.1.c</i></p> <p>K:S1-I-1: ask and answer questions about key details from read-alouds, picture books, and oral presentations.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Identify key details about a topic in a text. 	<ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> ● Identify key details in a text and ask and answer questions about them.
<p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p><i>Connects to K.SL.2.</i></p> <p>K:S1-I-2: identify main topics/events from read-alouds, picture books, and oral presentations.</p> <p>K:S1-I-3: retell familiar texts with details.</p>	<ul style="list-style-type: none"> ● Identify and discuss the main topic and key details of an informational text. ● Retell key details of a text that support a main idea. 	<ul style="list-style-type: none"> ● Identify and discuss the main topic and key details of an informational text. ● Retell key details of a text that support a main idea. 	<ul style="list-style-type: none"> ● Identify and discuss the main topic and key details of an informational text. ● Retell key details of a text that support a main idea. 	<ul style="list-style-type: none"> ● Identify and discuss the main topic of a text and key details and facts that support the main topic. ● Retell key details of a text that support a main idea.
<p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K:S1-I-4: identify basic similarities and differences in familiar texts.</p>	<ul style="list-style-type: none"> ● Describe the connection between two ideas or pieces of information in a text. ● Describe the connection between two individuals in a text. ● Ask questions to identify and describe connections between people, events, and ideas. 	<ul style="list-style-type: none"> ● Describe the connection between two events, ideas or pieces of information in a text. ● Ask questions to identify and describe connections between people, events, and ideas. 	<ul style="list-style-type: none"> ● Describe the connections between individuals, events, ideas, or pieces of information in a text. 	<ul style="list-style-type: none"> ● Identify and make connections between two individuals, events, ideas, or pieces of information in a text.
<p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>Connects to K.SL.3</i></p> <p>K:S2-I-1: answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text. 	<ul style="list-style-type: none"> ● Ask and answer questions about unknown words in a text.
<p>K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.</p>	<ul style="list-style-type: none"> ● Identify the front cover, back cover, and title page of a book. 	<ul style="list-style-type: none"> ● Identify the front cover, back cover, and title page of a book. 	<ul style="list-style-type: none"> ● Identify and describe text features in a book. 	<ul style="list-style-type: none"> ● Identify and describe the parts and features of a text.

<p>K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> ● Identify the author and illustrator of a selection and tell what each does. 	<ul style="list-style-type: none"> ● Name the author and illustrator of a text and define the role of each. 		
<p>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:S1-I-4: identify basic similarities and differences in familiar texts.</p>	<ul style="list-style-type: none"> ● Describe the relationship between illustrations and the text in which they appear. 	<ul style="list-style-type: none"> ● Describe the relationship between illustrations and the text in which they appear (How are they related?). ● Integrate information from text and illustrations to understand key details. 	<ul style="list-style-type: none"> ● Describe the relationship between illustrations and the text in which they appear (How are they related?). 	<ul style="list-style-type: none"> ● Describe the relationship between illustrations/photographs and the text in which they appear (How are they related?).
<p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> ● Identify facts an author uses to support points in the text. 	<ul style="list-style-type: none"> ● Identify reasons an author gives to support points in a text. 	<ul style="list-style-type: none"> ● Identify the reasons an author gives to support points in a text. 	
<p>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).</p>	<ul style="list-style-type: none"> ● Identify basic similarities in and differences between two informational texts on the same topic. 	<ul style="list-style-type: none"> ● Identify basic similarities in and differences between two informational texts on the same topic. 	<ul style="list-style-type: none"> ● Identify basic similarities in and differences between two informational texts on the same topic. 	<ul style="list-style-type: none"> ● Identify basic similarities in and differences between two informational texts on the same topic. ● Compare and contrast the main idea and details of two texts on the same topic.
Writing Standards				
<p>K.W.1 With guidance and support from adult, 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., <i>My favorite book is...</i>). (<i>Explain Why Modeled Journal Writing WFTB Expository Manual Pg. 21-43</i>) K:S3-I-2: add appropriate drawings or other visual displays to provide additional detail about a variety of topics, experiences, or events. K:S3-I-3: compose short written texts using appropriate</p>		<ul style="list-style-type: none"> ● Tell an opinion about a topic. ● Draw a picture and dictate or write a sentence that names the topic of opinion writing. ● Dictate or write a reason that supports an opinion about a topic. ● Recognize why a writer adds details to opinion writing. ● Add details to strengthen opinion writing. 	<ul style="list-style-type: none"> ● Recognize how opinions can be used in writing. ● Recognize and offer opinions about a text and support for the opinions. ● Ask and answer questions and then dictate or write an opinion. ● Explore ways to publish opinion writing. ● Add a picture to accompany the opinion and reasons in opinion writing. ● Dictate or write an opinion in response to a question about a story. 	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to state an opinion or preference about a book. ● Dictate or write to tell a reason that supports an opinion. ● Recognize opinions in a text. ● Recognize how writers use word choice in opinion and narrative writing. ● Add pictures or other graphics to accompany the opinion and reasons in opinion writing.

<p>conventions about a variety of topics, experiences, or events. K:S3-I-4: produce writing with appropriate organization about a variety of topics, experiences, or events. K:S4-I-1: express an opinion or preference using appropriate structure and justification about a variety of topics or stories. K:S8-I-1: orally and/or in writing identify one or two reasons an author or speaker gives to support points in a text. K:S9-I-2: use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>				
<p>K.W.2 With guidance and support from adults, 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. <i>(Report Info Modeled Journal Writing WFTB Expository Manual Pg. 37-347)</i> K:S3-I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events. K:S3-I-4: produce writing with appropriate organization about a variety of topics, experiences, or events. K:S9-I-2: use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>	<ul style="list-style-type: none"> • Draw, dictate, or write to compose informative texts. • Draw, dictate, or write facts about the topic of an informative text. • Recognize why writers add details to informative texts. • Draw, dictate, or write to tell information about an illustration or photograph. 	<ul style="list-style-type: none"> • Ask and answer questions to share information about a topic. • Draw, dictate, or write questions about a topic. • Use descriptive details to tell about a topic. • Compare and contrast when supplying information about a topic. • Write labels to tell about photographs and illustrations in a text. • Dictate or write a sentence about an object and its use. • Recognize <i>why</i> a writer adds details to an informative/explanatory text. • Add a picture to accompany the words in an informative/explanatory text. • Use a combination of drawing, dictating, and writing to supply information about a topic. 	<ul style="list-style-type: none"> • Draw a picture and dictate or write a sentence that names the topic of informative/explanatory writing. • Use facts and details to tell about the topic of an informative/explanatory text. • Write questions about informative/explanatory texts. • Write answers to questions about informative/explanatory texts. • Compare and contrast when supplying information about a topic. • 	<ul style="list-style-type: none"> • Draw, dictate, or write to compose informative texts. • Discuss how to name the topic of an informative text. • Draw a picture of the topic. • Write the title and an informational sentence about the topic. • Research information for informative/explanatory writing. • Recognize facts and details that supply information about the topic of an informative/explanatory text. • Compare and contrast when supplying information about a topic. • Use describing words and phrases to tell information about a topic.

<p>K.W.3 With guidance and support from adults, 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. <i>(Narrative Modeled Journal Writing, WFTB Narrative Manual, Pg, 17-32)</i></p> <p>K:S3-I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events.</p> <p>K:S3-I-4: produce writing with appropriate organization about a variety of topics, experiences, or events.</p> <p>K:S9-I-2: use a combination of drawing, teacher dictation, and writing to produce a grade-appropriate text for a given purpose.</p>	<ul style="list-style-type: none"> ● Recognize details about characters in a story. ● Draw and dictate or write details about a setting, character, or event in a story. ● Add details to strengthen writing about a setting. ● Recognize why a writer adds details to a narrative. ● Recognize, tell, describe, and draw a story's characters, setting, and events and retell the events in order. ● Tell, dictate, and/or write about a character's reactions to an event in a story. ● Tell about characters' actions in stories. ● Use a combination of drawing, dictating, and writing to narrate events in a story and provide a reaction to what happened. ● Use a combination of drawing, dictating, and writing to tell about then and now. ● Dictate or write to narrate an event. ● Write or draw to narrate events in order. ● Recognize and use the features of a personal narrative. ● Recognize the importance of details in narrating a story. ● Dictate or write to add details to a personal narrative. 	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to plan a narrative story. ● Use a combination of drawing, dictating, or writing to retell the details of a story. ● Recognize details about story events. ● Use a combination of drawing, dictating and writing to narrate events in a story and provide a reaction to what happened. ● Dictate or write details about major events in a story. ● Use a combination of drawing, dictating, and writing to narrate a single event. ● Tell about a character's reactions in a story. ● Dictate or write about a character's reaction to an event. ● Use a combination of drawing, dictating, and writing to retell key events in order. 	<ul style="list-style-type: none"> ● Write about a character's experiences. ● Dictate or write to retell events in a story in a sequence. ● Draw and dictate or write about an event. ● Identify a character's reaction in a narrative text. ● Dictate or write to narrate an event and provide a reaction to what happened. ● Recognize why a writer adds details to a narrative. ● Add details to a narrative. ● Dictate or write to retell story events using details. ● Dictate or write about a character's reaction to an event. ● Use a combination of dictating and writing to narrate events in order and provide a reaction to what happened. ● Recognize details about story events in the order in which they occurred. ● Tell about a character's reactions in a story. ● Tell about events in the order in which they occurred. ● Use a combination of drawing, dictating, and writing to narrate several loosely linked events. ● Use a combination of drawing, dictating, and writing to tell a narrative. ● Dictate or write to compare and contrast adventures and experiences of characters. 	
<p>K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

<p>K:S3-I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events. K:S3-I-4: produce writing with appropriate organization about a variety of topics, experiences, or events.</p>				
<p>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:S5-I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> • Add details to strengthen writing in an informative text. • Respond to questions and suggestions from peers and add details to strengthen writing. • Add details to strengthen a story. • Dictate or write to add details to a personal narrative. 	<ul style="list-style-type: none"> • Add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Add details to improve opinion writing task. • Revise and edit opinion writing to strengthen and clarify the writing. • Respond to questions and suggestions from peers and add details to strengthen writing as needed. • Add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Add a fact or detail to strengthen writing. • Revise an opinion text by adding details to strengthen writing. •
<p>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. K:S6-I-1: participate in conversations and discussions about a variety of topics with diverse partners. K:S6-I-2: follow rules for discussion about a variety of topics.</p>	<ul style="list-style-type: none"> • Use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> • Use technology to produce and publish writing and to collaborate with others. • Explore ways to publish an informative/explanatory text. 	<ul style="list-style-type: none"> • Use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> • Use technology to produce and publish writing and collaborate with others. • Explore ways to publish opinion writing.
<p>K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). K:S7-I-2: participate in shared research and writing projects by evaluating and communicating findings.</p>	<ul style="list-style-type: none"> • Participate in a shared narrative writing task. • Participate in a shared informative/explanatory writing task. 	<ul style="list-style-type: none"> • Participate in a shared opinion writing task • Participate in a shared narrative writing task. • Participate in a shared informative/expository writing task. 	<ul style="list-style-type: none"> • Participate in a shared narrative writing task. • Participate in a shared informative/explanatory writing task. • Participate in a shared informative/explanatory research and writing task. • Participate in a shared research project. • Participate in a shared opinion writing task. 	<ul style="list-style-type: none"> • Participate in a shared informative/explanatory writing task. • Participate in a shared research project. • Participate in a shared opinion writing task.

<p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K:S7-I-1: recall and record information from experience or use information from provided sources to answer a question with increasing control.</p>	<ul style="list-style-type: none"> ● Gather information to answer a question. ● With guidance and support from adults, recall information from experiences. 	<ul style="list-style-type: none"> ● Research or gather information about a topic from provided sources. 	<ul style="list-style-type: none"> ● Gather information from provided sources. ● With guidance and support from adults, gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> ● Find information about a topic. ● Gather information about a topic from sources and take notes. ● Gather information from provided sources.
Language Standards				
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.1a Use frequently occurring nouns and verbs. K:S10-I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.</p>	<ul style="list-style-type: none"> ● Identify and use frequently occurring nouns and verbs. 	<ul style="list-style-type: none"> ● Identify and use frequently occurring nouns and verbs. 	<ul style="list-style-type: none"> ● Identify and use frequently occurring nouns and verbs. ● Identify and use common nouns. 	<ul style="list-style-type: none"> ● Identify and use frequently occurring nouns and verbs.
<p>K.L.1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). K:S10-I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities.</p>	<ul style="list-style-type: none"> ● Form regular plural nouns by adding s. ● Form regular plural nouns by adding –es. 			<ul style="list-style-type: none"> ● Form regular plural nouns orally by adding –s. ● Form regular plural nouns orally by adding –es.
<p>K.L.1c Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). K:S10-I-1: use frequently occurring regular plural nouns, verbs, prepositions, and question words in shared language activities. K:S10-I-2: ask and answer interrogatives (wh- questions) in shared language activities.</p>	<ul style="list-style-type: none"> ● Understand and use questions words (interrogative). 	<ul style="list-style-type: none"> ● Understand and use questions words (interrogative). 	<ul style="list-style-type: none"> ● Understand and use questions words (interrogative). 	<ul style="list-style-type: none"> ● Understand and use questions words (interrogative).
<p>K.L.1d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). K:S10-I-1: use frequently occurring regular plural nouns, verbs,</p>		<ul style="list-style-type: none"> ● Use frequently occurring prepositions. 	<ul style="list-style-type: none"> ● Use frequently occurring prepositions. 	<ul style="list-style-type: none"> ● Use the most frequently occurring prepositions.

prepositions, and question words in shared language activities.				
K.L.1e Produce and expand complete sentences in shared language activities. K:S10-I-3: produce and expand simple sentences in shared language activities.	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> Produce and expand sentences to tell more.
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. K.L.2a Capitalize the first word in a sentence and the pronoun I. K:S3-I-3: compose short written texts using appropriate conventions about a variety of topics, experiences, or events. K:S3-I-4: produce writing with appropriate organization about a variety of topics, experiences, or events.	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. Capitalize the first word in a sentence. Capitalize the pronoun I. 	<ul style="list-style-type: none"> Demonstrate command of the convention of standard English capitalization, punctuation, and spelling. Capitalize the pronoun I. 	<ul style="list-style-type: none"> Print short sentences using correct uppercase and lowercase letters. Capitalize the first word in a sentence and the pronoun I. 	<ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I.
K.L.2b Recognize and name end punctuation.	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. Recognize, name, and use end punctuation. 	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. Recognize, name, and use end punctuation. 		<ul style="list-style-type: none"> Recognize, use and name end punctuation.
K.L.5 With guidance and support from adults, explore word relationship and nuances in word meanings. K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. K:S2-I-1: answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events.	<ul style="list-style-type: none"> Sort objects, pictures, and words into categories. 	<ul style="list-style-type: none"> Sort objects, pictures, and words into categories. 	<ul style="list-style-type: none"> Sort objects, pictures, and words into categories Sort story words into categories. 	<ul style="list-style-type: none"> Identify people, places, and things in a story and sort the words into categories.
K.L.5b Demonstrate understanding of frequently	<ul style="list-style-type: none"> Demonstrate understanding of frequently occurring adjectives 	<ul style="list-style-type: none"> Understand words by relating them to their antonyms. 		

occurring verbs and adjectives by relating them to the antonyms.	and verbs by relating them to the antonyms.			
K.L.5c Identify real-life connections between words and their use (e.g. note places at school that are <i>colorful</i>).	<ul style="list-style-type: none"> Identify real-life connections between words and their use within a text. 	<ul style="list-style-type: none"> Identify real-life connections between words and their use within a text. 	<ul style="list-style-type: none"> Identify real-life connections between words and their use within a text. 	<ul style="list-style-type: none"> Identify real-life connections between words and their use within a text.
K.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs. 	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action. 	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action. 	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action.
K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K:S5-I-2: demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom.	<ul style="list-style-type: none"> Use words acquired from texts. 	<ul style="list-style-type: none"> Use words acquired from texts. 	<ul style="list-style-type: none"> Use words and phrases acquired from texts. 	<ul style="list-style-type: none"> Use words and phrases acquired from texts.
• Speaking and Listening Standards				
K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> Follow the agreed-upon rules for discussion, including taking turns, speaking, and listening to others. 	<ul style="list-style-type: none"> Continue a conversation. Follow the agreed-upon rules for discussion, including taking turns, speaking, and listening to others. 	<ul style="list-style-type: none"> Follow classroom discussion rules, including taking turns, speaking, and listening to others. 	<ul style="list-style-type: none"> Follow classroom discussion rules, including taking turns, speaking, and listening to others.
K.SL.1b. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Continue a discussion through multiple exchanges. 	<ul style="list-style-type: none"> Participate in collaborative conversations and continue the conversations through multiple exchanges. 	<ul style="list-style-type: none"> Continue a conversation through multiple exchanges. 	<ul style="list-style-type: none"> 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:S1-I-1: ask and answer questions about key details from read-	<ul style="list-style-type: none"> Confirm understanding of a text by asking and answering questions about key details. 	<ul style="list-style-type: none"> Confirm understanding by asking and answering questions about key details and requesting clarification if something is not understood. 	<ul style="list-style-type: none"> Confirm understanding of a text by asking and answering questions about key details and requesting clarification. Confirm understanding of information presented orally or through other media by asking and answering questions and requesting clarification. 	

<p>alouds, picture books, and oral presentations. K:S2-I-1: answer and ask questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events. K:S6-I-3: ask and answer questions about a variety of grade-appropriate topics.</p>				
<p>K.SL.3 Ask and answer questions in order to help, get information, or clarify something that is not understood. K:S8-I-2: ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</p>	<ul style="list-style-type: none"> • Ask questions to clarify something that is not understood. 	<ul style="list-style-type: none"> • Ask and answer questions during a discussion in order to seek help, get information, or clarify something that is not understood. 	<ul style="list-style-type: none"> • Ask and answer questions during a discussion in order to seek help, get information, or clarify something that is not understood. 	<ul style="list-style-type: none"> • Ask questions in order to clarify something that is not understood.
<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K:S3-I-1: make simple oral presentations about a variety of topics, experiences, or events. K:S7-I-2: participate in shared research and writing projects by evaluating and communicating findings. K:S9-I-1: describe/ express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.</p>	<ul style="list-style-type: none"> • Describe familiar people, things and events and provide details. 	<ul style="list-style-type: none"> • Describe familiar people, things and events and provide details. 	<ul style="list-style-type: none"> • Describe familiar people, things and events and provide details. 	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events and provide details.
<p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K:S3-I-2: add appropriate drawings or other visual displays to provide additional detail about</p>	<ul style="list-style-type: none"> • Add drawing or other visuals to provide additional detail. 	<ul style="list-style-type: none"> • Add drawing or other visuals to provide additional detail. 	<ul style="list-style-type: none"> • Add drawing or other visuals to provide additional detail. 	<ul style="list-style-type: none"> • Add drawing or other visuals to provide additional detail.

<p>a variety of topics, experiences, or events.</p>				
<p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K:S4-I-1: express an opinion or preference using appropriate structure and justification about a variety of topics or stories. K:S5-I-1: respond to questions and suggestions from peers and add details to strengthen writing as needed. K:S5-I-2: demonstrate increasing awareness of differences between informal “playground speech” and language appropriate to the classroom. K:S9-I-1: describe/ express thoughts, feelings, and ideas about a short sequence of events from a familiar story, with a beginning, middle, and end including the use of frequently occurring linking words.</p>	<ul style="list-style-type: none"> • Speak audibly and express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Speak audibly and express thoughts and ideas clearly. • Express thoughts and ideas clearly in a discussion. 	<ul style="list-style-type: none"> • Speak audibly and express thoughts and ideas clearly. • Express thoughts and ideas clearly in a discussion. 	<ul style="list-style-type: none"> • Speak audibly and express thoughts and ideas clearly. • Express thoughts and ideas clearly in a discussion.

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	K.RL.1 With prompting and support, ask and answer questions about key details in a text.
X	X	X	X	K.RL.2 With prompting and support, retell familiar stories, including key details.
X	X	X	X	K.RL.3 With prompting and support, identify characters, settings, and major events in a story.
X	X	X	X	K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
				Reading Informational Text:
X	X	X	X	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.
				Reading Foundations:
X	X			K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.1a Follow words from left to right, top to bottom, and page by page.
X				K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.
X				K.RF.1c Identify that a sentence is made up of a group of words.
X				K.RF.1d Recognize the difference between a letter and a printed word.
X				K.RF.1e Understand that words are separated by spaces in print.
X	X			K.RF.1f Recognize and name all upper and lowercase letters of the alphabet.
X	X	X	X	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.2a Identify and produce sounds (phonemes) in a spoken word.
X	X			K.RF.2b Recognize and produce rhyming words.
X	X	X		K.RF.2c Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).
X	X	X	X	K.RF.2d Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)
X	X	X	X	K.RF.3 Know and apply phonics and word analysis skills in decoding words. K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.
X	X	X	X	K.RF.3b Decode regularly spelled closed-syllable words.
X	X	X	X	K.RF.3c Read 50 common high-frequency words by sight from a research-based word list.
X	X	X	X	K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
				Writing Foundations:
X	X			K.WF.1 Demonstrate and apply handwriting skills. K.WF.1a Match upper and lower case manuscript letters.
X	X			K.WF.1b Write upper and lower manuscript letters, with reference to a model.
X	X			K.WF.1c Write left to right using appropriate spacing between words.
X	X	X		K.WF.2 Demonstrate and apply sound-letter concepts when writing. K.WF.2a Orally segment the phonemes in any single-syllable, spoken word.
X	X	X		K.WF.2b Demonstrate and understand that each syllable is organized around a vowel sound.
X	X	X		K.WF.3 Know and apply phonics and word analysis skills when encoding words. K.WF.3a Represent phonemes in simple words, using letter-sound relationships.
	X	X		K.WF.3b Write or select an initial or final consonant when a medial vowel is provided.
X	X	X		K.WF.3c Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.
				Writing:

X	X	X	X	K.W.2 With guidance and support from adults, 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.
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Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.
X	X	X	X	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.
X	X	X	X	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).
X	X	X	X	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
X	X	X	X	K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.
				Reading Informational Text:
X	X	X	X	K.RI.1 With prompting and support, ask and answer questions about key details in a text.
X	X	X	X	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
X	X	X	X	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
X	X	X	X	K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
X	X			K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
X	X	X	X	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).
X	X	X		K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.
X	X	X	X	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).
X	X	X	X	K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.
				Reading Foundations:
	X	X	X	K.RF.2e Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
X	X	X	X	K.RF.4 Read emergent-reader texts with purpose and understanding.
				Writing Foundations:
X	X	X	X	K.WF.3d Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under Word Lists in the ELA Glossary.)
X	X	X		K.WF.3e Attempt phonetic spelling of unknown words.
				Writing:
	X	X	X	K.W.1 With guidance and support from adults, 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.).
X	X	X		K.W.3 With guidance and support from adults, 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.
X	X	X	X	K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
X	X	X	X	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
X	X	X	X	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.
X	X	X	X	K.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
X	X	X	X	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
				Language:
X	X	X	X	K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.L.1a Use frequently occurring nouns and verbs.

X			X	K.L.1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
X	X	X	X	K.L.1c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	X	X	X	K.L.1d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
X	X	X	X	K.L.1e Produce and expand complete sentences in shared language activities.
X	X	X	X	K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.2a Capitalize the first word in a sentence and the pronoun I.
X	X		X	K.L.2b Recognize and name end punctuation.
X	X	X	X	K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
X	X			K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.
X	X	X	X	K.L.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
X	X	X	X	K.L.5d 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 and Listening:				
X	X	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. K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).
X	X	X	X	K.SL.1b Continue a conversation through multiple exchanges.
X	X	X		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.
X	X	X	X	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
X	X	X	X	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
X	X	X	X	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
X	X	X	X	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.