

Kindergarten

Quarter: 1

Essential Questions:

1. How does knowing how a book works help me to understand the story or ideas?
2. How do letters form words that tell stories and give valuable information?
3. Stories are made up of characters, events and a setting, how do they all work together to tell the story?
4. How can illustrations help me understand the information in a book?
5. Why is listening as important as speaking in a conversation?
6. How can we plan to write non-fiction stories?

Common Core Standards:

Literature Skills

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.

K.RL.4: Ask and answer questions about unknown words in a text.

K.RL.5: Recognize common types of text (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.

K.RL.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.RL.10: Actively engage in-group reading activities with purpose and understanding.

Informational Text

K.RI.1: With prompting and support, ask and answer questions about unknown words in a text.

K.RI.2: With prompting and support, identify the main topic and retell key details in a text.

K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information 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.

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.10: Actively engage in-group reading activities with purpose and understanding.

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet.

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Recognize and produce rhyming words
- b. Count, pronounce, blend and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.)

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4: Read emergent-reader texts with purpose and understanding.

Writing

K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of 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

K.W.2: Use a combination of drawing, dictating and writing to compose opinions 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 of book (e.g., My favorite book is...)

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.

K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening

K.SL.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow and agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts Under discussion).
- b. 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 of something is not understood.

K.SL.4: Describe familiar people, places, things, 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.

Language

K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper and lowercase letters.

- b. Use frequently occurring nouns and verbs.
- 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.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful).

Essential Vocabulary:

demonstrate	features	print	recognize	specific	uppercase	lowercase
syllables	phonemes	rhyming	produce	text	identify	title page
high frequency words		author	role	illustrator	participate	conversation
procedures	discussion	explore	relationships	sort	categories	verbs
opposites	antonyms	adjectives	connection	real-life	opinion	topic
dictating	left	right	top	bottom	page	separated
spaces	print	count	pronounce	blend	segment	make-believe
onset	rime	initial	medial	final	character	illustrations
character						

Students Will Be Able To:

1. Demonstrate an understanding of the basic features of print.
2. Demonstrate how to hold a book correctly.
3. Distinguish pictures from words by pointing when prompted.
4. Locate on a printed page where to start reading with multiple lines of text.
5. Demonstrate that the left page of a book is read before the right page.
6. Track text with a finger on a printed page.
7. Track text with finger from one line of the printed page to the next line on the same printed page (return sweep).

8. Demonstrate that pages are turned one at a time in a sequence from front to back.
9. Follow words from left to right, top to bottom, and page-by-page.
10. Distinguish letters from numbers on a printed page by pointing.
11. Locate a letter on a printed page within text.
12. Recognize that letters in a specific order make a word.
13. Locate a word on a printed page within text (reads own name).
14. Point to individual words using one-to-one correspondence.
15. Understand that words are separated by spaces in print.
16. Recognize and name at least 50% of upper and lowercase letters in the alphabet.
17. Identify if words rhyme when given a spoken prompt.
18. Recognize and produce rhyming words.
19. Demonstrate an understanding of spoken words.
20. Demonstrate an understanding of syllables.
21. State the initial sounds in three-phoneme words.
22. Read common high-frequency words by sight.
23. With prompting and support, recognize that words have a meaning.
24. With prompting and support, recognize when a word is not understood in the context of a text.
25. Identify the front cover of a book.
26. Identify the back cover of a book.
27. Identify the title page of a book.
28. Identify the beginning middle and end of a book.
29. With prompting and support, locate the name of the author.
30. Define the role of the author.
31. With prompting and support locate the name of the illustrator.
32. Define the role of the illustrator.
33. Recognize that illustrations (pictures, drawings, charts, captions) depict a person, place, thing, or idea that is in the text.
34. Actively engage in-group reading activities with purpose and understanding.
35. With prompting and support, identify orally one key detail (characters, setting, major events) of familiar stories.
36. With prompting and support, define the term characters.
37. With prompting and support, identify characters and setting in a story.
38. Identify that illustrations tell a story or help tell a story.

39. Actively engage in-group reading activities with purpose and understanding.
40. Participate in conversation with peers and adults.
41. Follow procedures for discussions.
42. Understand the terms conversation and topics.
43. Participate in a conversation about a book or text and other kindergarten topics.
44. Speak and respond to an adult or peer using complete sentences.
45. Identify key details from oral communications.
46. Answer who, what, when, where, and how questions.
47. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Distinguish between a statement and a question.
48. State the title of a book.
49. State the topic or main idea of a fiction book.
50. State the topic or main idea of a non-fiction book.
51. Orally identify events or experiences from their own lives.
52. With guidance and support from adults, recall information from experiences of gather information from provided sources to answer a question.
53. Print at least 50% of uppercase and lowercase letters.
54. Produce complete sentences in shared language activities.
55. Use frequently occurring nouns and verbs.
56. Form regular plural nouns orally by adding /s/ or /es/.
57. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Kindergarten

Quarter: 2

Essential Questions:

7. How can blending and segmenting parts of a word help students to better understand syllables in words?
8. Why are upper and lower case letters used for different purposes?
9. How will asking who, what, when where and how help students to understand the key details of something they are reading?
10. How will information from two books on the same topic give students more knowledge?
11. How can students use words around an unknown word to get a words meaning?
12. How will making predictions about what will happen next help students stay focused when reading a story?
13. How will students sharing their opinion about a book add value to class discussion and their own learning?

Common Core Standards:

Literature Skills

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.

K.RL.4: Ask and answer questions about unknown words in a text.

K.RL.5: Recognize common types of text (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.

K.RL.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.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

K.RL.10: Actively engage in-group reading activities with purpose and understanding.

Informational Text

K.RI.1: With prompting and support, ask and answer questions about unknown words in a text.

K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text.

K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information 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.

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.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).

K.RI.10: Actively engage in-group reading activities with purpose and understanding.

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet.

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Recognize and produce rhyming words
- b. Count, pronounce, blend and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4: Read emergent-reader texts with purpose and understanding.

Writing

K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of 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).

K.W.2: Use a combination of drawing, dictating and writing to compose opinions 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 of book (e.g., My favorite book is...)

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.

K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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.

Speaking and Listening

K.SL.1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

- c. Follow and agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts Under discussion).
- d. 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 of 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.

K.SL.4: Describe familiar people, places, things, 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.

Language

K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with).
- 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.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful).

Essential Vocabulary:

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opposites	antonyms	adjectives	connection	real-life	opinion	topic
dictating	left	right	top	bottom	page	separated
spaces	print	count	pronounce	blend	segment	make-believe
onset	rime	initial	medial	final	character	illustrations
character	patterns	conclusions	predictions	problems	solution	traits
feelings	visualize	act-out	activate	inference	brainstorm	prior-knowledge
initial	medial	final	illustrations			

Students Will Be Able To:

1. Track text with finger from one line to the next line (return sweep).
2. Demonstrate that pages are turned one at a time in a sequence from front to back.
3. Listen to a sentence and repeat the sentence back.
4. Point to words using one to one correspondence.
5. Identify verbally all uppercase and lowercase letters in random order.
6. Listen to a pair of words and tell if they rhyme.
7. When given a prompt, can give another rhyming word.
8. Recognize syllables (e.g. parts/chunks of a word)/
9. Count and state the number of syllables in words.
10. Blend syllables together to form a word when given an oral prompt (e.g., po-ta-to= potato)
11. When given a word, can segment the word into syllables.
12. Segment onsets of rimes of single-syllable words when given by a teacher.
13. State the initial sounds in three-phoneme words.
14. State the final sounds in three-phoneme words.
15. Blend one-syllable (3 phonemes) words into phonemes.
16. Produce 50% of the consonant sounds.
17. Read common high-frequency words.
18. When asked, answer simple questions about key details (individuals, events, ideas or pieces of information) in a text. When asked, identify the main topic in a text.
19. When asked, answer questions about unknown words in a text.
20. Identify the front cover, back cover, and title page of a book.
21. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
22. When asked, locate, the name of the author.
23. When asked, locate and the name of the illustrator.
24. When asked, define the role of the author in presenting ideas or information.
25. When asked, explain how the illustrator in presenting ideas or information.
26. When asked, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.
27. When asked, identify the primary subject or topic in an information text. Identify the differences between two texts on the same topic.
28. When asked, sequence identified key details (characters, setting, major event) of familiar stories.

29. When asked, recognize the beginning, middle and end of familiar stories.
30. When asked, identify support, identify major events in a story.
31. When asked, answer questions about new vocabulary in a story.
32. When asked, describe the meaning of contrast.
33. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
34. Actively engage in-group reading activities with purpose and understanding.
35. State the title of a book.
36. State the main idea of a fiction book.
37. Define opinion and recognize what an opinion is.
38. Share opinions/preferences orally about a topic or book.
39. With help and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
40. With help and support from adults, recall information from experiences or gather information from provided sources to answer a question.
41. Print all upper and lower case letters.
42. Write by moving left to right and from top to bottom.
43. Produce a complete simple sentence in writing.
44. Capitalize the pronoun I in writing.
45. Recognize and name end punctuation.
46. Write a letter or letters for consonant sounds.
47. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
48. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food).
49. Describe the attributes used to sort objects into categories.
50. Identify real-life connections between words and their use.
51. Participates in collaboration conversation with others about kdg. topics and texts.
52. Listen to and follow directions.
53. Participate in a conversation about a book or text and other kindergarten topics.
54. Continue a conversation through multiple exchanges.
55. Answer questions related to key details in oral presentations.
56. Answer who, what when, where and how questions.
57. Ask questions using proper question words and phrases (e.g., who, what, when, where, and how).
58. Speak audibly and express thoughts, feelings and ideas clearly.
59. Express ideas in complete sentences so that everyone can understand.

Kindergarten

Quarter: 3

Essential Questions:

14. How can substituting or adding sounds to a word change the word's meaning?
15. How can reading books make me an emergent reader?
16. How can using words often help students to know them without thinking about them?
17. Poems have stanzas and sometimes they rhyme.
18. How can remembering key details help students better understand what they have read or heard?

Common Core Standards:

Literature Skills

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.

K.RL.4: Ask and answer questions about unknown words in a text.

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.

K.RL.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.RL.10: Actively engage in-group reading activities with purpose and understanding.

Informational Text

K.RI.1: With prompting and support, ask and answer questions about unknown words in a text.

K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text.

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.

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 on author gives to support points in a text.

K.RI.10: Actively engage in-group reading activities with purpose and understanding.

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet.

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, produce, blend and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4: Read emergent-reader texts with purpose and understanding.

Writing

K.W.1: Use a combination of drawing, dictating and writing to compose opinions pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic of book. (e.g., My favorite book).

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.

K.W.6: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- e. Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts Under discussion).
- f. 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.4: Describe familiar people, places, things, 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.

Language

K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- d. Understand and use question words (interrogatives) (e.g., who, what, where when, why, how).

- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with).
- 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.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- c. Identify real life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Vocabulary:

demonstrate	features	print	recognize	specific	uppercase	lowercase
syllables	phonemes	rhyming	produce	text	identify	title page
high frequency words		author	role	illustrator	participate	conversation
procedures	discussion	explore	relationships	sort	categories	verbs
opposites	antonyms	adjectives	connection	real-life	opinion	topic
dictating	left	right	top	bottom	page	separated
spaces	print	count	pronounce	blend	onset	rime
compare	contrast	similar	different	repeated	patterns	conclusions
make-believe	conclusion	predictions	problems	solution	traits	feelings
visualize	act-out	activate	inference	brainstorm	setting	chart
prior-knowledge	story-map	summarize	anticipate	word-map	invitation	isolate
initial	medial	final	fact	fantasy	phonogram	dialogue
descriptions	cause	effect	judgments	illustrations	character	

Students Will Be Able To:

1. Follow words from left to right, top to bottom and page by page.
2. Understand that words are separated by spaces.
3. Spell simple words phonetically.
4. Read and write words with common spelling patterns.
5. Read and write words with the same phonogram.
6. Recognize and name all upper-and lowercase letters of the alphabet.
7. Write a simple sentence with capitalization and punctuation.
8. Count and state the number of syllables in words.
9. Blend syllables together to form a word when given an oral prompt.
10. Segment words into syllables orally when given a spoken prompt.
11. Count, pronounce, blend, and segment syllables in spoken words.
12. Blend onsets and rimes of single-syllable words.
13. Segment onsets and rimes of single-syllable words.
14. State the final sounds in three-phoneme words.
15. State the medial sounds in 3 phoneme words.
16. Blend at least three phonemes together to state one-syllable words.
17. Segment one-syllable (3 phonemes) words into phonemes.
18. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g. cat becomes hat)
19. Add individual sounds to simple one-syllable words to make new words.
20. Start with beginning sounds (e.g. art becomes part; car becomes cart).
21. Produce all of the primary or most frequent sounds for each consonant.
22. Recognize short vowel sounds.
23. Read common high-frequency words by sight.
24. Read emergent-reader texts with purpose and understanding.
25. With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text.
26. With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text.
27. With prompting and support, recognize when a word is not understood in the context of a text.
28. With prompting and support, ask about unknown words in a text.
29. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.
30. With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in informational text.

31. Actively engage in group reading activities with purpose and understanding.
32. With prompting and support, retell orally the beginning, middle, and end of familiar stories.
33. With prompting and support, identify major events in a story.
34. With prompting and support, recognize that words have a meaning.
35. With prompting and support, recognize when a word is not understood in the context of a story.
36. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.
37. Use pictures to figure out unknown words.
38. Break words into sounds to read unknown words.
39. Chunk unknown words into parts to read unknown words.
40. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
41. Actively engage in group reading activities with purpose and understanding.
42. Use a combination of drawing and writing to independently compose an opinion/preference piece about a fictional topic/book.
43. Use a combination of drawing and writing to independently compose an opinion/preference piece about a non-fictional topic/book.
44. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
45. Print all uppercase and lowercase letters.
46. Expand complete sentences in shared language activities.
47. Expand complete sentences in independent writing.
48. Capitalize the first word in a sentence.
49. Write a letter or letters for short vowel sounds (phonemes).
50. State the meanings of commonly used inflectional suffixes (e.g. -ed, -s, -ing)
51. Sort common objects into categories to gain a sense of the concepts the categories represent (e.g., shapes, food).
52. Describe the attributes used to sort objects into categories.
53. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
54. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance, talk, shout, ask, demand) by acting out the meanings.
55. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Examples: pair and share, confer with teacher, reader's chair/author's chair with interaction that involves conversation, interactive read alouds.
56. Listen to and follow directions.
57. Define the term conversation.
58. Define the term topic.

59. State and follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion, looking at the speaker, using volume and tone appropriate for the setting, thinking about what the speaker is saying).
60. Participate in a conversation about a book or text and other kindergarten topics.
61. Speak to and respond to an adult or peer in complete sentences.
62. Speak to and respond in a group in complete sentences.
63. Express a relevant response (on topic) by listening to the conversation.
64. Continue a conversation through multiple exchanges.
65. Identify key details (important information) from oral communications.
66. Answer questions related to key details in oral presentations (e.g., guest speaker, video, audio recording).
67. Ask questions for clarification about key details from a text read aloud or information presented orally or through other media.
68. Answer who, what, when, where, and how questions.
69. Ask questions using proper question words and phrases (e.g., who, what, when, where, and how).
70. Name one or more attributes of familiar people, places, things, or events.
71. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
72. Add drawings or other visual displays to descriptions as desired to provide additional detail.
73. Express ideas in complete sentences so that everyone can understand.
74. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten

Quarter: 4

Essential Questions:

19. How can writing what the student knows about a topic add value to the class?
20. How can knowing what a prefix or suffix mean help the students figure out a word's meaning?
21. How can drawings and visual displays provide more detail to what the students are writing and speaking about?

Common Core Standards:

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom and page-by-page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet.

K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- a. Recognize and produce rhyming words
- b. Count, pronounce, blend and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.RF.4: Read emergent-reader texts with purpose and understanding.

Informational Text

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 the main topic and retell key details in a text.

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.

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).

K.RI.10: Actively engage in-group reading activities with purpose and understanding.

Literature Skills

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.

K.RL.4: Ask and answer questions about unknown words in a text.

K.RL.5 : Recognize common types of texts (e.g., storybooks, poem).

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.

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.RL.10: Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

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.1b: 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.

K.SL.4: Describe familiar people, places, things, 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.

Language

K.L.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of by, with).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. 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.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for the most consonant and short vowel-sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- 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.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real life connections between words and their use (e.g., note places at school that are colorful).

Writing

K.W.1: Use a combination of drawing, dictating, and writing to compose opinions 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 of 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.

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.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.

Essential Vocabulary:

demonstrate	features	print	recognize	specific	uppercase	lowercase
syllables	phonemes	rhyming	produce	text	identify	title page
high frequency words		author	role	illustrator	participate	conversation
procedures	discussion	explore	relationships	sort	categories	verbs
opposites	pronounce	adjectives	connection	real-life	opinion	topic
dictating	left	right	top	bottom	page	separated
spaces	print	count	blend	segment	onset	rime
compare	contrast	similar	different	repeated	patterns	conclusions
make-believe	conclusions	predictions	problem	solution	traits	feelings
visualize	act-out	activate	inference	brainstorm	setting	chart
prior-knowledge	story-map	summarize	anticipate	word-map	invitation	isolate
initial	medical	final	fact	fantasy	phonogram	dialogue
descriptions	cause	effect	judgments	illustrations	character	

statements

research

illustrations

character

genre

Students Will Be Able To:

1. Follow words from left to right, top to bottom and page by page.
2. Understand that words are separated by spaces.
3. Spell simple words phonetically.
4. Read and write words with common spelling patterns.
5. Read and write words with the same phonogram.
6. Recognize and name all upper-and lowercase letters of the alphabet.
7. Write a simple sentence with capitalization and punctuation.
8. Count and state the number of syllables in words.
9. Blend syllables together to form a word when given an oral prompt.
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13. Segment onsets and rimes of single-syllable words.
14. State the final sounds in three-phoneme words.
15. State the medial sounds in 3 phoneme words.
16. Blend at least three phonemes together to state one-syllable words.
17. Segment one-syllable (3 phonemes)
18. Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds (e.g. cat becomes hat)
19. Add individual sounds to simple one-syllable words to make new words.
20. Start with beginning sounds (e.g. art becomes part; car becomes cart).
21. Produce all of the primary or most frequent sounds for each consonant.
22. Recognize short vowel sounds.
23. Read common high-frequency words by sight.
24. Read emergent-reader texts with purpose and understanding.
25. With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text.
26. With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text.
27. With prompting and support, describe differences between two individuals, events, ideas, or pieces of information in a text. New
28. With prompting and support, describe similarities between tow individuals, events, ideas, or pieces of information in a text. New

29. With prompting and support, recognize when a word is not understood in the context of a text.
30. With prompting and support, ask about unknown words in a text.
31. With prompting and support, explain how the illustrations (pictures, captions, drawings, charts) support and extend the text.
32. With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in informational text.
33. Actively engage in group reading activities with purpose and understanding.
34. With prompting and support, retell orally the beginning, middle, and end of familiar stories.
35. With prompting and support, identify major events in a story.
36. With prompting and support, recognize that words have a meaning.
37. With prompting and support, recognize when a word is not understood in the context of a story.
38. With prompting and support, answer teacher's prompts about unknown words (new vocabulary) in a story.
39. Use pictures to figure out unknown words.
40. Break words into sounds to read unknown words.
41. Chunk unknown words into parts to read unknown words.
42. Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
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