

Kindergarten English Language Arts Scope and Sequence

Quarter 1

Unit 1.1: Building a Strong foundation for Reading and Writing, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Craft and Structure

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Craft and Structure

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills

Print Concepts

- RF.K.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.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Writing Standards

Text Types and Purposes

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Presentation and Knowledge of Ideas

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.

Vocabulary Acquisition and Use

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1.2: Modeling the Foundational Skills for Reading and Writing, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards

Key Ideas and Details

- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

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

Reading Standards for Informational Text

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Reading Standards: Foundational Skills**Print Concepts**

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

Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Writing Standards**Text Types and Purposes**

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- b. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language Standards**Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - f. Produce and expand complete sentences in shared language activities.

- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text

Craft and Structure

- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print many upper- and lowercase letters.

Quarter 2

Unit 2.1: Teaching and Modeling Skills to Support Emerging Opinion and Narrative Writing, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Craft and Structure

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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

Integration of Knowledge and Ideas

RI.K.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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

Reading Standards: Foundational Skills

Print Concepts

RF.K.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.

Phonological Awareness

RF.K.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. Recognize and name all upper- and lowercase letters of the alphabet.

Writing Standards

Text Types and Purposes

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion preference about the topic or book (e.g., *My favorite book is . . .*).
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.

Vocabulary Acquisition and Use

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Key Ideas and Details

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Speaking and Listening Standards

Presentation and Knowledge of Ideas

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Language Standards

Conventions of Standard English

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

a. Print many upper- and lowercase letters.

Unit 2.2: Building Literacy Skills to Support Emergent Informational Writing, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards: Foundational Skills

Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet

Fluency

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

Writing Standards

Text Types and Purposes

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

Speaking and Listening Standards

Comprehension and Collaboration

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

- Continue a conversation through multiple exchanges.

Presentation and Knowledge of Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Key Ideas and Details

- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Speaking and Listening Standards

Presentation and Knowledge of Ideas

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Quarter 3

Unit 3.1: Focusing on Phonological Awareness Skills to Support Reading with an Emphasis on Opinion/Narrative Writing, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.

Craft and Structure

- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Reading Standards: Foundational Skills

Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)

* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Associate the long and short sounds with common spellings (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*).

Fluency

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

Writing Standards**Text Types and Purposes**

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- a. Follow 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.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Language Standards**Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print many upper- and lowercase letters.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- L.K.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 most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

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

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Text Types and Purposes

- RL.K.2 With prompting and support, retell familiar stories, including key details.

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills

Print Concepts

- RF.K.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.

Writing Standards

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening Standards

Presentation and Knowledge of Ideas

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Unit 3.2: Extending Literacy Skills to Promote Informational Shared Research and Writing Projects, 20 Days

Reading Standards for Literature

Craft and Structure

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

Reading Standards for Informational Text

Key Ideas and Details

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

Integration of Knowledge and Ideas

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards: Foundational Skills

Phonological Awareness

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

- c. Blend and segment onsets and rimes of single-syllable spoken words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

- 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.

Writing Standards

Text Types and Purposes

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards**Presentation and Knowledge of Ideas**

- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language Standards**Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Standards that *support* the unit of study focus standards**Reading Standards for Literature****Key Ideas and Details**

- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text**Craft and Structure**

- RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills

Print Concepts

- RF.K.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.

Fluency

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

Writing Standards

Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- b. Continue a conversation through multiple exchanges.

Presentation and Knowledge of Ideas

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

Quarter 4

Unit 4.1: Working Collaboratively to Create a Shared Research Project, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Key Ideas and Details

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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

Integration of Knowledge and Ideas

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

- b. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Writing Standards

Text Types and Purposes

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory in which they name what they are writing about and supply some information about the topic.

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

Speaking and Listening Standards

Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - 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.

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Key Ideas and Details

- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text**Craft and Structure**

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills**Print Concepts**

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Fluency

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

Writing Standards**Production and Distribution of Writing**

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Continue a conversation through multiple exchanges.

Presentation and Knowledge of Ideas

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Unit 4.2: Utilizing Early Literacy Skills to Collaboratively Write and Publish a Narrative Piece Instructional, 20 Days

Standards that are the *focus* in the unit of study

Reading Standards for Literature

Craft and Structure

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

Integration of Knowledge and Ideas

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

Reading Standards for Informational Text

Key Ideas and Details

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

Integration of Knowledge and Ideas

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Writing Standards

Text Types and Purposes

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening Standards

Presentation and Knowledge of Ideas

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Standards that *support* the unit of study focus standards

Reading Standards for Literature

Key Ideas and Details

- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills**Print Concepts**

- RF.K.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.

Fluency

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

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening Standards**Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- b. Continue a conversation through multiple exchanges.

Presentation and Knowledge of Ideas

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards**Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print many upper- and lowercase letters.

