# MSD of Pike Township K-5 Literacy Curriculum Map and Resources

K-5 Literacy Curriculum Map and Resources							
Teacher Resources	Student Resources	Curriculum Map Helpful Hints					
<b>Teacher's Guide</b> - A comprehensive guide that provides support and resources for <b>instructional planning</b> . There are multiple volumes depending on the grade level and they are available in print and online.	myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.	Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.					
<b>Teaching Pal</b> - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use <b>during instruction</b> .	Rigby Leveled Library - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.	Modules - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment.					
Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's	Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.	Kindergarten modules are 4 weeks long.  Lessons - daily lessons provide instruction in foundational skills, vocabulary,					
Guide), these are separate guides and also come in multiple volumes.  Teacher Resource Book - A collection of Printables for student application	Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.	reading, and writing workshop (including language development).  Ed: Your Friend in Learning - online learning system that provides program					
of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.	Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.	resources (for students and teachers), instructional tools, and management of assignments and assessments.					
<b>Guiding Principles and Strategies</b> - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.	Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.	Priority Standards and Essential Skills - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions					
<b>BookStix (K-2 only)</b> - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.	Sound/Spelling Cards (Grades 1-2 only) - large-format instruction cards with pictures and multiple spelling combinations.	about, and what teachers will intervene on (enrichment or remediation).  Common Assessments - At the end of each module there is a Module Assessment. These will serve as the common assessments. All K-5 students will					
Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.	Kindergarten Only - alphafriend cards/videos and alphabet cards.	take this assessment during the designated week of instruction.  SPECIAL NOTES:					
		When taking the module assessments online, students will need to be taught how to manuever through the online test by clicking the play button for each story and question. Students will need to scroll down to see all possible answer options. At the end of the assessment the students need to click submit and click yes on the last screen.					

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 1	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Priority Standards	K.RF.2.4 [1]		K.RL.2.1 [2]	K.W.6.1a [3]	K.W.3.1 [4]		
	K.RF.3.1 [5] K.RF.4.1 [9] K.RF.4.4 [11]		K.RL.2.3 [6] K.RN.2.2 [10]	K.W.6.2a [7]	K.W.4 [8]		
Bolded skills are important skills, but are not assessed on the	Identify/name all upper- and lowercase letters.  Give sounds of consonants: m.s  Identify and produce rhyming words.  Read common high-frequency words by sight: a, I, see, the	Ask questions about the meaning of unknown words.  Answer questions about the meaning of unknown words.	Retell the main topic in the story.	Identify people, places, or things in sentences.  Write sentences about one or more person, place, or thing.  Start sentences with a capital letter.  Use a capital "I" in sentences.  Write sentences that show an action.	Draw to share opinion.  Use words to share opinion.  Give reasons to support opinion.  Add details to writing.  Edit writing to make it easier for others to read.  Use technology to share writing.		
<u>Topics</u>	Count Words in Sentences Rhymes Syllables Identify and Form Letters Consonants Sounds: m, s Words to Know: a, I, see, the	Meaning Clues		Conventions: Common and Proper Nouns, Capitalization, Present-Tense Verbs	Process: Opinion Writing Focus: Ideas- Choosing a Topic, Supporting Reasons		

MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 1	<u>Foundations</u>	Vocabulary	Reading	<u>Language</u>	Writing	
Lesson Content	Lessons 1-5: Identify and form letters A-F Identify words in sentences Words to know: the  Lessons 6-10: Identify and form letters G-P Identify words in sentences Identifying rhyming Words to know: a, the  Lessons 11-15: Identify and form letters Q-Z Identify rhymes and syllables Words to know: the, a, see  Lesson 16-20: Identify syllables and blend syllables into words Consonant sounds: m, s Words to know: I, a, the, see	Lessons 1-5: plan polite share  Lessons 6-10: idea offer stuck  Lessons 11-15: clue mistake puzzled  Lesson 16-20: city country map  *Vocabulary Procedure: say the word, explain the meaning, talk about examples	Lessons 1-5: Identifying story elements Listening comprehension Print Concepts: Book orientation Letters make words  Lessons 6-10: Introduce fiction Identify story elements: Plot Print Concepts: Turning pages  Lessons 11-15: Introduce poetry Listening comprehension Reading pictures Rhythm and rhyme Print Concepts: Book Parts  Lessons 16-20: Introduce information text Listening comprehension Central idea Review story elements Using foundational skills in context	Lessons 1-5: Proper nouns for people Common nouns for people Lessons 6-10: N/A Lessons 11-15: Present-tense verbs Lessons 16-20: N/A	Lessons 1-5: Opinion writing Writing process  Lessons 6-10: Opinion writing Give reasons (revising) Edit for nouns  Lessons 11-15: Opinion writing Choose a topic  Lesson 16-20: Opinion writing Give reasons (revise) Edit for verbs	
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional:  Weekly Assessment  Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment			
F	Pacing Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	August 17-21	Lessons 1-5	K.SL.1, K.SL.2.1, K.RL.4.1, K.RV.1, K. RF.1, K.RF.2.3, K.RF.5, K.W.2.1, K.W.1, K.W.5 [12]	Read Aloud: Keisha Ann Can! Big Book: School Day!	Weekly Assessment	
Week 2	August 24-28	Lessons 6-10	K.RV.1, K.SL.2.1, K.SL.2.4, K.SL.2.5, K. RL.4.1, K.RV.1, K.RF.1, K.RF.2.3, K.RF. 5, K.W.2.1, K.W.1 [13]	Read Aloud: A Squiggly Story Big Book: One Happy Classroom	Weekly Assessment	
Week 3	August 31 - September 4	Lessons 11-15	K.RV.1, K.SL.2.1, K.SL.2.4, K.SL.2.5, K. RL.3.1, K.RL.4.1, K.RV.1, K.RV.3.1, K. RF.3.2, K.RF.4.5, K.RF.5, K.W.2.1, K.W. 1, K.W.6.1b [14]	Read Aloud: Kindergarten Kids Big Book: School Bus	Weekly Assessment	
Week 4	September 8-11 (4-day)	Lesson 16-20	K.RV.1, K.SL.2.1, K.SL.4.3, K.RL.4.1, K. RN.2.1, K.RN.2.3, K.RN.3.1, K.RN.3.2, K.RV.1, K.RF.3.2, K.RF.3.4, K.W.2.1, K. W.6.1b [15]	Read Aloud: Schools Big Book: Annie, Bea, and Chi Chi Dolores	Weekly Assessment	

MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 1	dule 1 <u>Foundations</u> <u>Vocabulary</u> <u>Reading</u> <u>Language</u> <u>Writing</u>					
Week 5	September 14-18	Remediation/Enrichment		As needed	Required Module Assessment	

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Priority Standards  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	K.RF.3.2 [20] K.RF.4.1 [23]		K.RL.2.1 [17] K.RL.2.3 [21]	K.W.6.1b [18]	K.W.3.3 [19] K.W.4 [22]		
Essential Skills: SWBAT (Students will be able to)  Bolded skills are important skills, but are not assessed on the module assessment.  Underlined skills are assessed on the module assessment.	Blend parts to make words.  Break apart words into syllables	Sort words into categories using synonyms and antonyms.	Ask and answer questions about key details in a text.  Retell the main topic in the story.  Identify the main character(s) in a story.  Identify the setting of a story.  Point to where the words being on the page.  Show that words move from left to right.  Describe the role of the author and illustrator.  Tell what happened in the beginning, middle, and end of a story.	Write sentences that show an action.	Write a simple story with words and pictures.  Arrange ideas in my story.  Add details to my writing.  Edit my writing to make it easier for others to read.  Use technology to share my writing.		
<u>Topics</u>	Rhymes Syllables Onset and Rime Consonant Sounds: b, c, d, n, p, t Vowel Sounds: Long and Short a Words to Know: am, at, can, man, and, no, to, by, go, is, my, you	Synonyms/Antonyms	Print Concepts: Directionality, Features of Print Multiple Genres Characteristics: Fiction, Persuasive, Informational, Fable Text Structures and Story Elements: Author/Illustrator, Plot, Theme, Opinion and Reasons Comprehension: Make Inferences, Make Connections	Conventions: Past-Tense Verbs, Adjectives, Articles	Process: Narrative Writing Focus: Ideas- Characters and Setting Organization- Order of Events Word Choice- Adjectives for Color, Size and Feeling		

MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: Identify syllables Identify final sounds Segment syllables Consonants sounds: t, b Words to know: to, by, my  Lessons 6-10: Blend/segment syllables Identify medial vowel sounds Blend phonemes into words Vowel sounds: Short and Long a Words to know: am, at, go  Lessons 11-15: Identify/produce rhyme Identify initial sounds Consonants sounds: n, d Words to know: man, no, is  Lesson 16-20: Blend syllables Identify initial and final sounds Blend onset and rime into words Consonants sounds: c, p Words to know: can, and, you	Lessons 1-5: participate pronounce research  Lessons 6-10: bother change same  Lessons 11-15: exception serious wise  Lesson 16-20: enormous height wish	Lessons 1-5: Characters, setting, events Plot: problem and solution Genre characteristics: persuasive texts Opinion and reason Print Concepts: Directionality  Lessons 6-10: Author and illustrator roles Characters, setting, events Topic, theme, central idea Print Concepts: Concept of a Word  Lessons 11-15: Author and illustrator roles Characters, setting, events Plot: problem and solution Print Concepts: Concept of a Sentence  Lessons 16-20: Genre characteristics: fables Characters, setting, events Topic and theme Print Concepts: One-to-One Correspondence	Lessons 1-5: Grammar: past-tense verbs Lessons 6-10: Edit for past-tense verbs Lessons 11-15: Adjectives for color and size Lessons 16-20: Edit for adjectives for color and size	Lessons 1-5: Narrative writing Order of events  Lessons 6-10: Narrative writing Revision focus- character and setting  Lessons 11-15: Narrative writing Ideas: adding details  Lesson 16-20: Narrative writing Revision focus - character and setting		
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional:  Weekly Assessment  Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
P	acing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	September 21-25	Lessons 1-5:	K.SL.1, K.SL.2.1, K.RF.2.1, K.RN.2.3, K. RN.4.1, K.RV.1, K.RF.1, K.RF.3.4, K.RF.5, K.W.2.1, K.W.1 [26]	Read Aloud: I Am Rene the Boy Big Book: Being Different Rocks	Weekly Assessment		
Week 2	September 28 - October 2	Lessons 6-10	K.RV.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K. SL.2.5, K.RF.2.2, K.RL.3.2, K.RV.3.1, K. RF.3.4, K.RF.3.5, K.RF.4.3, K.W.2.1 [27]	Read Aloud: I Like Myself! Big Book: ABC I Like Me!	Weekly Assessment		
Week 3	October 5-9	Lessons 11-15	K.RV.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K. SL.2.5, K.RF.2.3, K.RL.3.2, K.RV.2.2, K. RV.3.1, K.RF.3.1, K.RF.3.4, K.RF.3.5, K. W.2.1 [28] K.SL.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.	Read Aloud: Naked Mole Rat Gets Dressed Big Book: Pete the Cat Too Cool for School	Weekly Assessment		
Week 4	October 12-16	Lessons 16-20	SL.4.3, K.RL.1, K.RV.1, K.RV.3.1, K.RF. 3.3, K.RF.3.4, K.RF.3.5, K.W.2.1 [29]	Read Aloud: Tiny Rabbit's Big Wish Big Book: My Friends			

	MSD of Pike Township Reading Curriculum Map - Kindergarten					
Module 2	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing	
Week 5	October 26-30	Remediation/Enrichment		As needed	Required Module Assessment	

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
<b>Priority Standards</b>	K.RF.3.4 [30]	K.RV.2.2 [31]	K.RL.2.1 [32]	K.W.6.1a [33]	K.W.3.2 [34]		
Italicized standards	K.RF.3.5 [35]		K.RL.2.2 [36]		KW.4 [37]		
indicate that this is the	K.RF.4.2 [38]		K.RL.2.3 [39]				
last time assessed and, therefore, mastery is	K.RF.4.4 [40]		K.RL.4.1 [41]				
expected.	K.RV.2.4 [42]						
	Blend sounds to make a word.	Sort pictures into categories.	Tell what happened in the story.	Identify people, places, or things in sentences.	Use words and pictures to develop a main idea and provide some		
	Tell the initial, middle, and final sounds in words.	Ask and answer questions about the meaning of	Provide details from the story, poem, or nursery rhyme.	Write sentences about one or	information about a topic.		
	words.	unknown words.	nursery myme.	more person, place, or thing.	Add details to my writing.		
	Blend parts to make words: bit, fin, rat,		Identify the main character(s) in a story.	3	, ,		
	rip				Edit my writing to make it easier for		
Essential Skills:	Read high-frequency sight words: an, put,		Identify the setting of a story.		others to read.		
SWBAT (Students	ran, she, sits, with	1	Describe how illustrations help support the				
will be able to)			story.				
Bolded skills are	Add sounds to change single syllables		Datall the main tonic in the atom.				
important skills, but are	words: dims, fits, pits, ribs		Retell the main topic in the story.				
not assessed on the module assessment.	Recognize words with different endings.						
<u>Underlined skills</u> are assessed on the module assessment.	Recognize long and short vowel sounds.						
	Give sounds of consonants in words.						
	Identify words that rhyme.						
	Give words that rhyme.						
	Break apart words into syllables.						
	Blend CVC to make words Read Common High-Frequency words by sight	Classify and Categorize	Print Concepts: One-to-One Correspondence, Concept of a Word, Concept of a Sentence	Conventions: Nouns for Places and Things, Adjectives, Articles	Process: Information Writing Focus: Ideas- Examples, Relevant Details		
	Recognize frequently occurring inflections (ex. look, looks)		Multiple Genre Characteristics: Information Text, Fiction, Poetry, Fable		Organization- Central Idea and Key Details		
Topics	Blend Onset and Rime		Text Structures and Story Elements: Identify				
	Segment Words into Onsets and Rimes Identify Initial and Final Sounds		the topic, Central Idea, and Key Details, Identify Characters, Setting, and Events,				
	Consonant Sounds: r, f		Identify the Theme, Rhyme and Rhythm				
	Vowel Sounds: Short and Long i		Comprehension: Make Predictions, Use				
	Words to Know: an, did, in, it, ran, sits,		Picture and Text Clues, Identify Author's				
	has, me, put, with, he, she		Purpose, Retell a Story				

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: identify rhyme identify medial vowel sounds blend phonemes into words produce rhymes Short i and Long i Words to know: an, it, has  Lessons 6-10: identify/isolate initial sounds recognize alliteration Consonant sounds: r. f Words to know: ran, he, she  Lessons 11-15: identify/isolate final sounds produce rhymes Inflections Words to know: did, in, put  Lessons 16-20: blend onsets and rimes into words isolate final sounds segment words into onsets and rimes Inflections Words to know: sits, me, with	Lessons 1-5: earn safe together  Lessons 6-10: busy help neighborhood  Lessons 11-15: hope wonderful worried  Lesson 16-20: brave expect ordinary	Lessons 1-5: Identify nonfiction text Listening comprehension Identify topic and central idea Give a summary Key details Print Concepts: Concept of a Word  Lessons 6-10: Make and check predictions Listening comprehension Identify story elements Use picture and text clues Describe characters Identify topic and central idea Print Concepts: One-to-One Correspondence  Lessons 11-15: Introduce fables Listening comprehension Identify story elements Retell a story Print Concepts: Concept of a Sentence Classify and categorize  Lessons 16-20: Make and check predictions Listening comprehension Identify story elements Use picture and text clues Describe characters Print Concepts: One-to-One Correspondence Rhythm and rhyme Classify and categorize	Lessons 1-5: Nouns for things Nouns for places Lessons 6-10: Lessons 11-15: Adjectives for shape Adjectives for number Lessons 16-20:	Lessons 1-5: Features of information writing Write central idea and key details Plan, draft, revise information text  Lessons 6-10: Features of information writing Write central idea and key details Plan, draft, revise information text  Lessons 11-15: Making lists Plan, draft, revise information text for adjectives  Lesson 16-20: Maps Plan, draft, revise information text		
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
	Pacing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	November 2-6 (4-day)	Lessons 1-5	K.SL.2.1, K.RF.2.2, K.RN.2.2, K.RN.2.3, K. RN.3.1, K.RN.3.2, K.RV.1, K.RF.2.4, K.RF. 3.1, K.RF.4.3, K.W.2.1, K.W.5 [43]	Read Aloud: The Playground Big Book: Places in My Community	Weekly Assessment		

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 3	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing		
Week 2	November 9-13	Lessons 6-10	K.SL.2.3, K.SL.2.4, K.SL.2.5, K.RL.2.4, K. RN.2.1, K.RN.3.2, K.RV.3.2, K.ML.1, K.ML. 2.1, K.RF.2.4, K.RF.4.1, K.W.2.1, K.W.6.2a [44]	Read Aloud: Quinito's Neighborhood Big Book: The Alphabet from the Sky	Weekly Assessment		
Week 3	November 16-20	Lessons 11-15	K.RV.1, K.SL.2.1, K.SL.2.3, K.SL.2.4, K.SL. 2.5, K.RF.2.3, K.RL.3.1, K.RV.1, K.RV.3.1, K.RF.3.1, K.RF.5 [45]	Read Aloud: A Bucket of Blessings Big Book: Bo and Peter	Weekly Assessment		
Week 4	November 30 - December 4	Lessons 16-20	K.RF.3.1, K.RL.2.4, K.RL.4.1, K.RV.1, K.RF. 3.3, K.RF.5 [46]	Neighborhood, Homes	Weekly Assessment		
Week 5	December 7-11	Remediation/Enrichment		As Needed	Required Module Assessment		

	MSD of Pike Township Reading Curriculum Map - Kindergarten						
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Priority Standards  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	K.RF.3.4 [47] K.RF.4.2 [52] K.RF.4.4 [56]	K.RV.3.2 [48]	K.RL.2.2 [49] K.RL.2.3 [53] K.RN.2.2 [57] K.RN.3.1 [59]	K.W.6.2a [50] K.W.6.2b [54]	K.W.3.2 [51] K.W.4 [55] K.W.5 [58]		
Essential Skills: SWBAT (Students will be able to) Bolded skills are important skills, but are not assessed on the module assessment. Underlined skills are assessed on the module assessment.	Blend sounds to make a word: cot, got, hat, jib, jog, kin, wig  Recognize short and long vowels.  Read high-frequency sight words: big, do, got, lot, ten, very, was  Tell the initial, middle, and final sounds in words.  Blend phonemes into words.	Answer questions about the meaning of unknown words in a nonfiction text.	Retell a story, poem, or nursery rhyme.  Provide details from the story, poem, or nursery rhyme.  Identify the main character(s) in a story.  Identify the setting of a story.  Identify the problem and solution of the story.  Tell what happened in the story.  Retell the main idea of a nonfiction text.  Retell key details of a nonfiction text.  Identify text features in a nonfiction text.  Describe why text features are important.	Start sentences with capital letter. Use a capital "I" in sentences. Recognize and name punctuation marks.	Use words and pictures to write information about a topic.  Add details to my writing.  Edit my writing to make it easier for others to read.  Use technology to share my writing.  Learn new things about a topic.  Find sources that support my topic.  Ask others for information about my topic.		
<u>Topics</u>	Rhyme Onset and Rime Phonemes Consonant Sounds: g, k, l, h, w, j Vowel Sounds: Long and Short o Words to Know: big, got, had, lot, not, on, be, do, good, his, ten, are, here, of, very, was	Shades of Meaning	Print Concepts: Text Direction, One-to-One Correspondences Multiple Genres Characteristics: Information, Fiction, Fairy Tale, Poetry Text Structures and Story Elements: Topic, Central Idea, Key Details, Informational Text Features, Plot (Beginning, Middle, End), Rhythm and Rhyme Comprehension: Ask and Answer Questions, Give a Summary	Conventions: Proper nouns, Capitalization, Periods, Complete Sentences	Process: Research Writing Focus: Ideas - Generating Questions, Use a Variety of Sources		

MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 4	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: Identify initial sounds Isolate final sounds Recognize alliteration Consonants: g, k Words to know: big, good, his, very Lessons 6-10: Identify/isolate medial vowel sounds Blend phonemes into words Produce Rhyme Short and Long "o" Word to know: got, on, here, of Lessons 11-15: Blend onset and rimes into words Isolate initial sounds Blend phonemes into words Consonants sound: I, h Words to know: lot, not, are, was Lesson 16-20: Blend onsets and rimes ino words Isolate initial sounds Blend phonemes into words Consonants sound: Words Isolate initial sounds Blend onsets and rimes ino words Isolate initial sounds Blend phonemes into words Consonants sound: w, j Words to know: had, be, do, ten	Lessons 1-5: active stretch weight  Lessons 6-10: muscles relaxing take care  Lessons 11-15: half serving variety  Lesson 16-20: peaceful relax rest	Lessons 1-5: Topic, central idea, and key details Use text features Print Concepts: Directionality  Lessons 6-10: Identify topic, central idea, and key details Use text features Characters, setting, events Author's craft Print Concepts: Directionality  Lessons 11-15: Genre Characteristics - fairy tales characters, setting, events retell a story Plot (beginning, middle, end) Identify topic, central idea, and key details Print Concepts: Directionality  Lessons 16-20: Identify topic, central idea, and key details Use text features Rhyme and rhythm Print Concepts: Directionality	Lessons 1-5: Sentences and capitalization  Lessons 6-10: Edit for capitalization  Lessons 11-15: Sentences and periods  Lessons 16-20: Edit for complete sentences and perio	Lessons 1-5: Research writing Ideas - generation questions Lessons 6-10: Research writing Revision Focus - key details Lessons 11-15: Research writing Ideas - use a variety of sources Lesson 16-20: Research writing Revision focus- key details		
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional:  Weekly Assessment  Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
	Pacing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	December 14-17 (4-day)	Lessons 1-5	K.SL.1, K.SL.2.1, K.RF.2.1, K.RN.2.1, K.RV.1, K.SL.3.1, K.RF.1, K.RF.4.1, K.RF.5, K.W.1 [60]	Read Aloud: Being Fit Big Book: Germs Are Not for Sharing	Weekly Assessment		
Week 2	January 4-8	Lessons 6-10	K.RV.1, K.SL.1, K.SL.2.1, K.RF.2.1, K.RL.3.2, K.RN.2.1, K.SL.3.1, K.RF.3.1, K.RF.4.3, K.RF. 5, K.W.1 [61]	Read Aloud: Get Up and Go! Big Book: Stretch	Weekly Assessment		
Week 3	January 11-15	Lessons 11-15	K.RV.1, K.SL.2.4, K.RF.2.1, K.RL.3.1, K.RF.1, K.RF.3.3, K.RF.4.1, K.RF.5, K.W.1, K.W.6.1e [62]	Read Aloud: Jack & the Hungry Giant Big Book: Edible Colors	Weekly Assessment		
Week 4	January 19-22 (4-day)	Lessons 16-20	K.RV.1, K.SL.2.1, K.SL.4.1, K.RF.2.1, K.RF. 3.1, K.RN.2.1, K.SL.3.1, K.RF.3.3, K.RF.4.1 [63]	Read Aloud: Getting Rest Big Book Poem: Bed			
Week 5	January 25-29	Remediation/Enrichment		As Needed	Required Module Assessment		

	MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing			
Priority Standards Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	K.RF.4.2 [64] K.RF.4.4 [68]		K.RL.2.3 [65] K.RL.2.2 K.RL.2.4 [71] K.RL.4.1 [72]	K.W.6.1a [66]	K.W.3.3 [67] K.W.1 [70]			
Essential Skills: SWBAT (Students will be able to)  Bolded skills are important skills, but are not assessed on the module assessment.  Underlined skills are assessed on the module assessment.	Give sounds of consonants in words.  Recognize short and long vowel sounds.  Read high-frequency sight words: for, him, size, too, up,we  Identify similarities and differences in words.  Blend sounds to make a word: jug, quip, vat, yet, sun, pen, mix, rut  Blend phonemes into words orally.  Tell the initial, middle, and final sounds in words.	Identify multiple meanings of a word.	Identify the problem and solution of the story. Identify the main character(s) in a story. Retell the main topic in the story.  Describe how illustrations help support the story.  Provide details from the story.	Write sentences that include singular and plural nouns.	Write a simple story with words and pictures.  Arrange ideas in my story.			
Topics	Produce Rhymes Segment Word Blend Phonemes into Words Identify Final Sounds Identify Medial Vowel Sounds Isolate Initial Sounds Consonant Sounds: q, x, y, v Vowel Sounds: Short and Long u and e Words to Know: but, him, six, up, us, yes, for, have, help, her, look, some, they, too, want, we	Multiple Meaning Words	Print Concepts: Text Direction, Return Sweep Multiple Genres Characteristics: Fiction, Folktale, Play, Informational Text, Biography Text Structure and Story Elements: Characters, Setting, Main Event, Central Idea and Key Details, People, Places, Events, Character Feelings and Traits Plot: Problem and Solution, Topic and Theme Comprehension: Make Inferences, Compare Characters, Compare and Contrast stories	Conventions: Pronouns, Singular Nouns, Plural Nouns	Process: Narrative Writing Focus: Organization-Beginning, Middle, End, Order of Events, Sequence Words, Strong Beginnings			

MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: Blend phonemes into words Isolate medial vowel sounds Produce rhymes Vowel Sounds: Short and Long u Words to know: but, up, look, want Lessons 6-10: Identify final sounds Isolate initial sounds Blend phonemes into words Consonant sounds: v, y Words to know: him, us, for, her Lessons 11-15: Identify and isolate medial vowel sounds Blend phonemes into words Vowel sounds: Short and Long e Words to know: yes, help, too, they Lesson 16-20: Isolate initial and final sounds Segment words (onset/rime) Consonant sounds: q, x Words to know: six, have, some, we	Lessons 1-5: important scared surprised  Lessons 6-10: lovely several spy  Lessons 11-15: allow energized inspire  Lesson 16-20: disability hero respectful	Lessons 1-5: Make and check predictions Listening comprehension Identify story elements Picture and text clues Character feelings  Lessons 6-10: Introduce folktales Listening comprehension Identify story elements Make inferences Character traits Introduce plays Determine word meaning  Lessons 11-15: Make and check predictions Listening comprehension Identify story elements Make inferences Plot: problem and solution Print Concepts: Return Sweep Key details Determine word meaning  Lessons 16-20: Introduce biography Listening comprehension Identify people, places, and events Make inferences Topic and theme Identify story elements Print Concepts: Directionality Determine word meaning	Lessons 1-5: Pronouns: I, me, we  Lessons 6-10: N/A  Lessons 11-15: Singular and plural nouns  Lessons 16-20: N/A	Lessons 1-5: Parts of a narrative Writing a story map Sequence  Lessons 6-10: Features of Narrative writing Organize, draft, revise and edit narrative writing  Lessons 11-15: Teach beginnings Order of events Organize, draft, revise and edit narrative writing  Lesson 16-20: Features of Narrative writing Organize, draft, revise and edit narrative writing		
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
	Pacing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	February 1-5	Lessons 1-5	K.SL.1, K.SL.2.1, K.RF.2.1, K.RF.2.4, K.RV. 1, K.RF.1, K.RF.3.1, K.RF.3.4, K.RF.4.3, K. RF.5, [73]	Read Aloud: Jabari Jumps Big Book: All By Myself	Weekly Assessment		
Week 2	February 8-12	Lessons 6-10	K.SL.1, K.SL.2.1, K.SL.4.1, K.RV.1, K.RL. 3.1, K.RL.4.2, K.RF.1, K.RF.3.4, K.RF.4.1, K. RF.5, K.W.4 [74]	Read Aloud: The Little Red Hen Makes a Pizza Big Book: The Little Red Hen on Stage	Weekly Assessment		

	MSD of Pike Township Reading Curriculum Map - Kindergarten								
Module 5	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing				
Week 3	February 16-19 (4-day)		,,,,,,,,,,,,,	Read Aloud: ish Big Book: Let's Make Music	Weekly Assessment				
Week 4	February 22-26		, - , - , - ,	Read Aloud: Emmanuel's Dream Big Book: Everyone Can Learn to Ride a Bicycle					
Week 5	March 1-5	Remediation/Enrichment		As Needed	Required Module Assessment				

	MSD of Pike Township Reading Curriculum Map - Kindergarten								
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing				
Priority Standards  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	K.RF.3.4 [77] K.RF.4.1 [81] K.RF.4.2 [84] K.RF.4.4 [87]		K.RV.3.1 [78] K.RV.3.2 [82] K.RL.2.1 [85] K.RL.4.1 [88] K.RL.4.2 [89] K.RN.2.1 [90]	K.W.6.1a [79]	K.W.1 [80] K.W.3.2 [83] K.W.4 [86]				
will be able to)  Bolded skills are important skills, but are not assessed on the	Tell the initial, middle, and end sounds in words.  Give sounds of consonants in words.  Blend sounds to make a word: club, flip, snip, span, spot, tend, zap, zest  Read high-frequency words: get, said, stop, that, when, where	Use words to complete the meaning of a sentence.	Recognize a fairy tale, nursery rhyme, or story.  Ask questions/answer questions about what happens in a story.  Ask questions about the meaning of unknown words.  Answer questions about the meaning of unknown words.  Describe how illustrations help support the story.  Identify the support an author gives for their topic.	Identify people, places, or things in sentences.  Write sentences about one or more person, place, or thing.	Use words and pictures to write information about a topic.  Write to inform.  Add details to my writing.  Edit my writing to make it easier for others to read.  Use technology to share my writing.				
	Onset and Rime Phonemes Consonant sound: z Blends (initial): cl, fl, sn, sp, st Blends (final): nd, st Words to Know: our, where, as, come, from, or, said, that, when, cut, get, hot, if, must, red, stop	Meaning Clues	Print Concepts: Concept of a Word/Sentence Multiple Genres Characteristics: Poetry and Song, Informational Text, Fiction, Biography Text Structures and Story Elements: People, Places, and Events, Topic and Central Idea, Informational, Text Features, Rhythm and Rhyme Comprehension: Make and Check Predictions, Visualize, Compare and Contrast Adventures, Discuss Author's Purpose and Author's Craft	Conventions: Prepositions, Pronouns	Process: Informational Text Writing Focus: Ideas - Important Information Organization - Central Idea and Key Details, Strong Beginnings Word Choice - Specific and Descriptive Words				

MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 6	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: Isolate initial/final sounds Blend phonemes into words Consonant sound: z Words to know: get, hot, or, where Lessons 6-10: Segment words into onset and rime Blend words into phonemes Segment words into phonemes Consonant blends: st, sp, sl, sn Words to know: if, stop, come, from Lessons 11-15: Blend phonemes into words Segment words in phonemes Consonant blends: initial (cl, fl) final (st, nd) Words to know: red, as, that, our Lesson 16-20: Isolate medial vowel sounds Segment words into phonemes Words to know: cut, must, said, when	team  Lessons 11-15: believe law refuse  Lesson 16-20:	Lessons 1-5: Poetry and songs Visualize Describe connections Identify central idea Print Concepts: Concept of a Word  Lessons 6-10: Make and check predictions Rhythm and rhyme Compare and contrast adventures Print Concepts: Concept of a Word  Lessons 11-15: Biography Identify people, places, and events Use text features Discuss author's purpose Print Concept: Concept of a Sentence  Lessons 16-20: Make and check predictions Visualize Discuss author's purpose/craft Print concept: Concept of a Sentence	Lessons 1-5: Prepositions  Lessons 6-10: Edit for prepositions  Lessons 11-15: Pronouns  Lessons 16-20: Edit for pronouns	Lessons 1-5: Informational writing- procedural text Ideas - important information  Lessons 6-10: Informational writing - procedural text Revision focus - order, steps, and a sequence  Lessons 11-15: Informational text Ideas - important details Organization - strong beginnings  Lesson 16-20: Informational text Revision focus - central idea and details		
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  Required: Module Assessment		
ı	Pacing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	March 8-12	Lessons 1-5	K.SL.1, K.SL.2.1, K.RF.2.2, K.RL.3.1, K.RN. 2.2, K.RV.1, K.RF.1, K.RF.5, [92]	Read Aloud: America the Beautiful Big Book:In Our Country	Weekly Assessment		
Week 2	March 15-19	Lessons 6-10	K.SL.2.1, K.RF.2.2, K.RF.3.1, K.RL.2.3, K. RL.2.4, K.RL.3.2, K.RV.1, K.ML.1, K.ML.2.1, K.RF.1, K.RF.5 [93]	Read Aloud:Take Me Out to the Yakyu Big Book Song: Take Me Out to the Ball Game	Weekly Assessment		
Week 3	March 22-26	Lessons 11-15	K.RV.3.2, K.SL.2.1, K.RF.2.3, K.RN.2.1, K. RN.3.1, K.RV.1, K.RF.1, K.RF.5, [94]	Read Aloud: Martin Luther King, Jr. Big Book: Presidents' Day	Weekly Assessment		
Week 4	April 5-9	Lessons 16-20	K.RV.3.1, K.SL.1, K.SL.2.1, K.RF.2.3, K.RL. 2.4, K.RL.3.2, K.RN.2.1, K.RV.1, K.RF.1, K. RF.4.3, K.RF.5 [95]	Read Aloud: Apple Ple 4th of July Big Book: Happy Birthday to the U.S.!			

	MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 6	Module 6 <u>Foundations</u> <u>Vocabulary</u> <u>Reading</u> <u>Language</u> <u>Writing</u>							
Week 5	Week 5         April 12-16         Remediation/Enrichment         As Needed         Required Module Assessment							

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Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
<b>Priority Standards</b>	K.RF.3.4 [96]		K.RL.2.1 [97]	K.W.6.1e [98]	K.W.3.3 [99]			
Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	K.RF.3.3 [100] K.RF.4.2 [103] K.RF.4.4 [105]		K.RL.2.3 [101] K.RL.4.1 [104] K.RL.4.2 [106] K.RN.2.3 [107]	K.W.6.2b [102]				
Essential Skills: SWBAT (Students will be able to)  Bolded skills are important skills, but are not assessed on the module assessment.  Underlined skills are assessed on the module assessment.	Tell the final sound in a word.  Make a word when given the word parts.  Blend sounds to make a word: deck, chin, chop, pass, puff, ship, when  Read high-frequency words by sight: back, down, so, tell, this, what	Put words in order (i.e. bigger to smaller) that have similar meanings.	Can ask and answer questions about key details in a text.  Retell the main topic in the story.  Identify the main character(s) in a story.  Identify the setting of a story.  Describe how illustrations help support the story.	Tell that there are different kinds of sentences.  Recognize and name punctuation marks.	Write a simple story with words and pictures.			
<u>Topics</u>	Segment words into phonemes.  Produce Rhymes Isolate Initial and Final Sounds Segment Words Into Phonemes Blend Phonemes Into Words Final Consonants: ff, II, ss, zz, ck Initial Digraphs: ch, sh, th, wh Words to Know: who, could, down, now, so, were, what, your, back, let, off, tell, then, this, well, will	Shades of Meaning	Print Concepts: End Punctuation Multiple Genres Characteristics: Fiction, Informational Text, Biography, Persuasive Text Characters, Setting, Main Events, People, Places, Events, Topic and Central Idea, Opinions and Reasons Comprehension: Make Inferences, Evaluate Details, Author's Purpose, Compare and Contrast Texts	Conventions: Prepositions, Exclamations	Process: Creative Story and Poetry Writing Focus: Ideas - Descriptive Details Organization- Beginning, Middle, End, Poem Structure Word Choice- Sensory and Descriptive Words			

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Module 7	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	<u>Writing</u>
Lesson Content	Lessons 1-5: Produce rhymes Isolate final sounds Segment words into phonemes Double final consonants: II, ss, ff, zz, ck Words to know: off, will, down, so  Lessons 6-10: Blend phonemes into words Isolate initial sounds Segment words into phonemes Initial digraphs: sh, ch Words to know: back, let, were, what  Lessons 11-15: Isolate initial sounds Segment words into phonemes Initial digraphs: th, wh Words to know: then, this, could, now  Lesson 16-20: Optional:	Lessons 1-5: familiar free witness  Lessons 6-10: close flow visit  Lessons 11-15: curious observe study  Lesson 16-20: care decide real	Lessons 1-5: Identify story elements Retell a story Describe setting Topic words Print Concepts: End Punctuation  Lessons 6-10: Identify story elements Visualize Describe setting Identify central idea Author's purpose Print Concepts: End Punctuation  Lessons 11-15: Biography Identify people, places, events Make inferences Describe connections Compare and contrast texts Print Concepts: End Punctuation  Lessons 16-20: Optional:	Lessons 1-5: Prepositions (in, out, on, off, by Lessons 6-10: Lessons 11-15: Exclamations Lessons 16-20:	Lessons 1-5:
<u>Assessments</u>	Know It, Show It Printables	Know It, Show It Printables	Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Writer's Notebook	Weekly Assessment Performance Task  Required: Module Assessment
	Pacing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	April 19-23	Lessons 1-5	K.SL.1, K.SL.2.1, K.RL.2.2, K.RV.1, K. RF.1, K.RF.3.1, K.RF.5, K.W.1 [108]	Read Aloud: Last Stop on Market Street Big Book: Not a Box	Weekly Assessment
Week 2	April 26-30	Lessons 6-10	K.RV.1, K.SL.2.1, K.RN.4.1, K.RV.1, K. RF.1, K.RF.5, K.W.1, K.W.4 [109]	Read Aloud: I Know the River Loves Me (bilingual) Big Book: Look-Like Animals	Weekly Assessment
Week 3	May 3-7	Lessons 11-15	K.RV.1, K.SL.2.1, K.RN.2.1, K.RN.4.2, K.RV.1, K.RF.1, K.RF.5, K.W.1 [110]	Read Aloud: MeJane Big Book: Jane Goodall and the Chimpanzees	Weekly Assessment
Week 4	May 10-14	Lessons 16-20	K.RV.1, K.SL.1, K.SL.2.1, K.RN.2.2, K. RN.4.1, K.RN.4.2, K.RF.1, K.RF.3.1, K. RF.5, K.W.1, K.W.4 [111]	Read Aloud: Hey, Little Ant Big Book: Ants	

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Module 7	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	Writing
Week 5	May 17-21	Remediation/Enrichment		As Needed	Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Kindergarten								
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
Priority Standards	K.RF.3.2 [112] K.RF.3.4 [116]		K.RN.2.1 [113] K.RN.2.2 [117]	K.W.6.1b [114]	K.RF.2.3 [115] K.W.1 [118]			
Italicized standards indicate that this is the last time assessed and,	K.RF.4.2 [119]		K.RN.2.2 [117] K.RN.2.3 [120] K.RL.2.1 [123]		K.W.3.1 [121]			
therefore, mastery is expected.	K.RF.4.3 [122] K.RF.4.4 [124]		K.RL.2.1 [123]					
	Blend parts to make words.		Retell the main idea of a nonfiction text.	Write sentences that show an action.	Tell sentences are made up of words.			
Essential Skills: SWBAT (Students	Break apart words into syllables.		Retell key details of a nonfiction text.		Draw and use words to share my			
will be able to)	Tell the initial, middle, and final sounds in words.		Answer questions about what happens in a story.		opinion.			
Bolded skills are important skills, but are not assessed on the module assessment.	Blend sounds to make a word.		Describe the connection between events in a nonfiction text.		Give reasons to support my opinions.			
Underlined skills are assessed on the module	Recognize short and long vowels.		Describe the connection between pieces of information in a nonfiction text.					
assessment.	Read common high-frequency words by sight.							
<u>Topics</u>	Syllables Phonemes Consonant Sounds: Soft c and g Vowel Sounds: Long a, e, i, o, u Words to know: home, keep, like, made, make, same, take, time, all, into, know, many, out, right, why, would	Multiple Meaning Words	Print Concepts: One-to-One Correspondence, Concept of a Sentence Multiple Genres: Informational Text and Fiction Text Structure and Story Elements: Central Idea, Informational Text Features, Steps in a Sequence, Order of Events Comprehension: Make and Check Predictions, Set a Purpose, Synthesize Information, Evaluate Details, Compare and	Conventions: Complete Sentences, Past-, Present-, and Future- Tense Verbs	Process: Opinion Writing Focus: Ideas - Fact and Opinion Organization - Opinion and Reasons, Strong Endings			

MSD of Pike Township Reading Curriculum Map - Kindergarten							
Module 8	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing		
Lesson Content	Lessons 1-5: Blend phonemes into words Isolate medial vowel sounds Segment words into phonemes Long a and long i Words to know - same, take, know, out  Lessons 6-10: Isolate medial vowels and final sounds Segment words into phonemes Long o and long u Words to know - home, like, many, right  Lessons 11-15: Isolate medial vowel sounds Segment words into phonemes Long e Words to know - keep, made, why, would  Lesson 16-20: Add/delete syllables (compound words) soft c and g  Optional: Know It, Show It Printables	Lessons 1-5: bloom root seed  Lessons 6-10: burrow soil vine  Lessons 11-15: crop factory ingredient  Lesson 16-20: peel row serve  Optional: Know It, Show It Printables	Lessons 1-5: Make and check predictions Identify central idea Use text features Steps in a sequence Print Concepts: One-to-One Correspondence Lessons 6-10: Make and check predictions Identify central idea Synthesize information Compare and contrast information Make connections Print Concepts: One-to-One Correspondence Lessons 11-15: Set a purpose Evaluate details Step in a sequence Order of events Print Concepts: One-to-One Correspondence Lessons 16-20: Set a purpose Visualize Steps in a sequence Print Concepts: One-to-One Correspondence Optional: Weekly Assessment Know It. Show It	Lessons 1-5: Complete sentences  Lessons 6-10: Edit for complete sentences  Lessons 11-15: Past, present, and future tense ver  Lessons 16-20: Edit verb tense  Optional: Writer's Notebook	Lessons 1-5: Opinion writing Ideas - fact and opinion  Lessons 6-10: Opinion writing Revision Focus - Opinions and reasons  Lessons 11-15: Opinion writing Organization- opinion and reasons  Lesson 16-20: Opinion writing Revision Focus - opinions and reasons		
<u>Assessments</u>	· ····································	· ····································	Selection Quizzes Inquiry and Research Project  Required: Module Assessment		Required: Module Assessment		
Pa	cing Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1		Lessons 1-5	K.SL.1, K.SL.2.1, K.RN.3.1, K.RN.3.2, K.RV. 1, K.RF.1, K.RF.5 [125]	Read Aloud: Plants Feed Me Big Book: Planting Seeds	Weekly Assessment		
Week 2		Lessons 6-10	K.RV.1, K.SL.2.1, K.SL.2.5, K.RN.4.2, K.RV. 1, K.RF.1, K.RF.5, K.W.4 [126]	Read Aloud: Up in the GArden and Down in the Dirt Big Book: Earthworms	Weekly Assessment		
Week 3		Lessons 11-15	K.RV.1, K.SL.2.1, K.SL.2.5, K.RL.2.3, K.RF. 1, K.RF.5 [127]	Read Aloud: PB & J Hooray! Big Book: Growing Vegetable Soup	Weekly Assessment		
Week 4		Lessons 16-20	K.RV.1, K.SL.1, K.SL.2.1, K.SL.2.5, K.RL.2.3, K.RL.3.2, K.RF.1, K.RF.5, K.W.4 [128]	Read Aloud: Rainbow Stew Big Book: How Does your Salad Grow?			
Week 5		Remediation/Enrichment		As Needed			

	MSD of Pike Township Reading Curriculum Map - Kindergarten								
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing				
Priority Standards  Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.  Essential Skills: SWBAT (Students		K.RV.2.2 [130]  Sort pictures into categories.	K.RL.2.1 [131] K.RL.2.3 [135] K.RN.2.1 [139] K.RN.2.3 [141] K.RN.4.1 [142] Answer questions about what happens in a text. Identify the main character(s) in a story. Identify the setting of a story. Identify the problem and solution of the story. Describe the connection between ideas and pieces of information in a nonfiction text. Identify the support an author gives for their	K.W.6.1e [132] K.W.6.2b [136]  Tell that there are different kinds of sentences.  Recognize and name punctuation marks.	K.W.3.2 [133] K.W.5 [137]  Use words and pictures to develop a main idea and provide some information about a topic.  Learn new things about a topic.  Find sources that support my topic.  Ask others for information about my topic.				
Topics	Add and Delete Syllables Add, Delete, and Substitute Phonemes Words to Know: ate, came, gave, just, pick, them, about, again, because, how, one, play	Classify and Categorize	topic.  Answer questions about what happens in a story.  Print Concepts: Book Parts, Book Orientation and Handling, Directionality, Features of Print Multiple Genre Characteristics: Informational Text and Fiction Text Structures and Story Elements: Central idea and Key Details, Informational Text Features, Characters, Setting, Main Events Plot: Problem and Solution Comprehension: Set a Purpose, Evaluate Details, Synthesize Information and Ideas, Author's Purpose and Craft	Conventions: Sentence Types, End Punctuation	Process: Research Writing Focus: Ideas- Using a Variety of Sources Organization- Central Ideas and Key Details, Strong Endings				

MSD of Pike Township Reading Curriculum Map - Kindergarten					
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing
Lesson Content	Lessons 1-5: Add and delete syllables (compound words) Words to know: came, gave, about, one  Lessons 6-10: Add and delete phonemes Consonant blends Words to know: just, pick, because, play  Lessons 11-15: Add and substitute phonemes Digraphs Words to know: ate, them, again, how  Lesson 16-20: Add and substitute phonemes Long vowels	Lessons 1-5: living weather young  Lessons 6-10: forest steep underground  Lessons 11-15: burrow prey search  Lessons 16-20: encounter journey sturdy	Lessons 1-5: Set a purpose Identify central idea Key details Print Concepts: book parts and orientation  Lessons 6-10 Set a purpose Identify story elements Describe setting Identify central idea Print Concepts: directionality  Lessons 11-15: Set a purpose Identify central idea Make connections Identify story elements Author's purpose Print Concepts: concept of a word  Lessons 16-20: Set a purpose Identify story elements Retell a story Plot: problem and solution Identify central idea Optional:	Lessons 1-5: Who, what, when, where, why Using question marks  Lessons 6-10: N/A  Lessons 11-15: Sentence types End marks  Lessons 16-20: N/A	Lessons 1-5: Features of research writing Central idea and key details Using sources Make, draft, and revise a research report.  Lessons 6-10: Features research writing Make, organize, draft, revise, and publish a research report.  Lessons 11-15: Online sources Strong endings Make, organize, draft, revise, and publish a research report.  Lesson 16-20: Make, organize, draft, revise, and publish a research report.
Assessments	Know It, Show It Printables	Know It, Show It Printables	Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project  Required: Module Assessment	Writer's Notebook	Weekly Assessment Performance Task  Required: Module Assessment
Pa	acing Guidance	Lessons	Additional Standards	Text	Assessment
Week 1		Lessons 1-5	K.SL.1, K.SL.2.1, K.RF.2.1, K.RV.1, K.RF.1, K.RF.3.2, K.RF.4.3, K.RF.5, K.W.1 [143]	Read Aloud: Why Living Things Need Homes Big Book: What Am I? Where Am I?	Weekly Assessment
Week 2		Lessons 6-10	K.SL.1, K.SL.2.1, K.RF.2.1, K.RN.2.2, K. RN.4.2, K.RV.1, K.RF.1, K.RF.4.3, K.RF.5, K.W.1, K.W.4 [144]	Read Aloud: Welcome Home, Bear Big Book: Black Bears	Weekly Assessment
Week 3		Lessons 11-15	K.SL.1, K.SL.2.1, K.RF.2.2, K.RL.4.1, K.RN. 3.1, K.RV.1, K.RF.1, K.RF.4.3, K.RF.5, K. W.1, K.W.5 [145]	Read Aloud: A Day and Night in the Desert Big Book: In the Tall, Tall Grass	Weekly Assessment

	MSD of Pike Township Reading Curriculum Map - Kindergarten				
Module 9	<u>Foundations</u>	<u>Vocabulary</u>	Reading	<u>Language</u>	<u>Writing</u>
Week 4			K.SL.1, K.SL.2.1, K.RF.2.3, K.RL.2.2, K.RN. 2.2, K.RN.4.2, K.RV.1, K.RF.1, K.RF.4.3, K. RF.5, K.W.1, K.W.4, K.W.5 [146]		

# English Language Arts: Kindergarten

#### **READING**

<u>Guiding Principle</u>: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

#### Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

#### **Learning Outcome**

K.RF.1

Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

#### **Print Concepts**

K.RF.2.1

Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2	Recognize that written words are made up of sequences of letters.		
K.RF.2.3	Recognize that words are combined to form sentences.		
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.		
Phonologi	cal Awareness		
K.RF.3.1	Identify and produce rhyming words.		
K.RF.3.2	Orally pronounce, blend, and segment words into syllables.		
K.RF.3.3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.		
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.		
K.RF.3.5	Add, delete, or substitute sounds to change one-syllable words.		
Phonics			
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).		

K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.
K.RF.4.3	Recognize the long and short sounds for the five major vowels.
K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).
K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
K.RF.4.6	Standard begins at first grade.  1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed,

# Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

#### **Learning Outcome**

K.RL.1 Actively engage in group reading activities with purpose and understanding.

#### **Key Ideas and Textual Support**

- K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.

  Further quidance for support will be provided in the Literacy Framework.
- K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

  Further guidance for support will be provided in the Literacy Framework.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.2.4 Make predictions about what will happen in a story.

### Structural Elements and Organization

K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

		With support, define the role of the author and illustrator of a story in telling the story.
		Further guidance for support will be provided in the Literacy Framework.

#### Synthesis and Connection of Ideas

- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.

  Further guidance for support will be provided in the Literacy Framework.
- K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

  Further guidance for support will be provided in the Literacy Framework.

#### Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

# **Learning Outcome**

K.RN.1	Actively engage in group re	eading activities with purpose and	understanding.
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# **Key Ideas and Textual Support**

- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
  Further guidance for support will be provided in the Literacy Framework.
- K.RN.2.2 With support, retell the main idea and key details of a text.

  Further guidance for support will be provided in the Literacy Framework.
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Further guidance for support will be provided in the Literacy Framework.

# Structural Elements and Organization

- **K.RN.3.1** Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.

-ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).		
Fluency		
K.RF.5	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	

#### Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

### Learning Outcome

K.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to
K.KV. I	literature and nonfiction texts to build and apply vocabulary.

Vocabulary	Building	
K.RV.2.1	Standard begins at first grade.  1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	
K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	
K.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	
K.RV.2.4	Recognize frequently occurring inflections (e.g., look, looks).	

K.RV.2.5	Standard begins at second grade. 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.		
Vocabulary in Literature and Nonfiction Texts			
K.RV.3.1	With support, ask and answer questions about unknown words in stories, poems, or songs.		
K.RV.3.2	With support, ask and answer questions about unknown words in a nonfiction text.		
K.RV.3.3	Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.		

#### SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and

### Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

### Learning Outcome

K.SL.1	Listen actively and communicate effectively with a variety of audiences and for different purposes.
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#### Discussion and Collaboration

	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and	ť
N.OL.Z. I	larger groups	

K.RN.3.3	K.RN.3.3 Standard begins at second grade. 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.				
Structural E	Elements and Organization				
K.RN.4.1	K.RN.4.1 With support, identify the reasons an author gives to support points in a text.  Further guidance for support will be provided in the Literacy Framework.				
K.RN.4.2	K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.  Further guidance for support will be provided in the Literacy Framework.				
K.RN.4.3	Standard begins at sixth grade 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.				

#### WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

### Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

#### Learning Outcome

16 186 4	NACCE CONTRACTOR OF THE PROPERTY OF THE PROPER
K.W.1	Write for specific purposes and audiences.

#### Handwriting

K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
K.W.2.2	Write by moving from left to right and top to bottom.

#### Writing Genres: Argumentative, Informative, and Narrative

K.W.3	1 Use	e words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
K.W.3	2 Use	e words and pictures to develop a main idea and provide some information about a topic.
K.W.3	3 Use	e words and pictures to narrate a single event or simple story, arranging ideas in order.

#### The Writing Process

	Apply the writing process to -
IZ VAL A	<ul> <li>With support, revise wri</li> </ul>

rise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).

· Use available technology to produce and publish writing.

# The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

With support, build understanding of a topic using various sources. K.W.5

· Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

#### Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

Demonstrate command of English grammar and usage, focusing on:

ı		larger groups.
	K.SL.2.2	Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.
	K.SL.2.3	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4	Ask questions to seek help, get information, or clarify something that is not understood.								
K.SL.2.5	Continue a conversation through multiple exchanges.								
Comprehe	nsion								
K.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.								
K.SL.3.2	Ask appropriate questions about what a speaker says.								
Presentation	on of Knowledge and Ideas								
K.SL.4.1	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.								
K.SL.4.2	Standard begins in first grade.  1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.								
K.SL.4.3	Give, restate, and follow simple two-step directions.								

K.W.6.1	K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
	K.W.6.1b Verbs – Writing sentences that include verbs.
	K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.

	2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.  K.W.6.1d Prepositions – Standard begins at fourth grade.  4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.  K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).
K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:  K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.  K.W.6.2b Punctuation – Recognizing and naming end punctuation.  K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

### MEDIA LITERACY

<u>Guiding Principle</u>: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

# Media Literacy

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

# **Learning Outcome**

K.ML.1 Recognize various types of media.

# Media Literacy

**K.ML.2.1** Recognize common signs and logos and identify commercials or advertisements.

Standard begins in fifth grade.

K.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

#### READING

Guiding Phinciple: Students transition from "learning to recal" to "reading to learn." Students develop and apply a wider range of strategies to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods to competend, interpret, evaluate, and approved texts. They read a wide range of filterature in several general from a workey of time periods cauthorise from anomal few world to hadion anderstanding of the range interesting its of providing the providing and provided that the providing and provided in the providing and provided transitions with other readers and winters, their towarding of world meaning and of other texts, transit and winters, their towarding of world meaning and of other texts, transit and explanation of the provided provided of feeting formation (a) consideration and provided provided to the provided provided and the provided provided to the provided provided

READING: Foundations
There are four they areas found in the Reading- Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading- Foundations.

оптсом		Develop, buil	d and apply knowle	FOR READING FOUN edge of foundational GRADE 3	reading skills	
	KINDERGARTEN K.RF.1: Understand and	GRADE 1 1.RF.1: Develop an	GRADE 2  2.RF.1: Demonstrate an understanding of the five components of reading (print concepts,	GRADE 3 3.RF.1: Apply	GRADE 4 4.RF.1: Apply	GRADE 5 5.RF.1: Apply
5	K.RF.1: Understand and apply knowledge of print concepts, phonics,	understanding of the	understanding of the	3.RF.1: Apply foundational reading skills to build reading	4.RF.1: Apply foundational reading skills to demonstrate	5.RF.1: Apply foundational reading skills to demonstrate
0	print concepts, phonics, phonemic awareness,	1.RF.1: Develop an understanding of the five components of reading (print concepts,	tive components of	skills to build reading fluency and	skills to demonstrate reading fluency and	skills to demonstrate reading fluency and
ž	vocabulary, and fluency and comprehension as a			comprehension.	comprehension.	comprehension.
LEARNING	and comprehension as a foundation for	phonics, vocabulary,	phonics, vocabulary.	1		1
9	developing reading	and fluency and comprehension) to build foundational	and fluency and comprehension) to			
	skills.	build foundational reading skills.	build foundational reading skills.			
£.	Demonstrate unders		DE 2: DRING	CONCEPTS rint, including that printe	d materials provide infor	mation and tell stories
CONCEPTS	KINDERGARTEN K.RF.2.1: Demonstrate	GRADE 1	n and basic features of p GRADE 2	GRADE 3	d materials provide informaterials provide informaterials provide informaterials 4.85.2.1:	mation and tell stories GRADE 5
8	K.RF.2.1: Demonstrate understanding that print moves from left to	Students are expected				
눌	print moves from left to	to build upon and				
PRINT	print moves from left to right across the page and from top to bottom.	1.RF.2.1: Students are expected to build upon and continue applying concepts learned	2.RF.2.1: Students are expected to build upon and continue applying concepts learned	3.RF.2.1: 3.RF.2.1: Students are expected to build upon and continue applying concepts learned	4.8F.2.1: Students are expected to build upon and continue applying concepts learned	5.RF.2.1: Students are expected to build upon and continue applying concepts learned
		previously.	previously.	I previously.	I previously.	I previously.
	K.RF.2.2: Recognize that written words are made	1.RF.2.2:	2.RF.2.2:	3.RF.2.2:	4.RF.2.2:	5.RF.2.2:
	up of sequences of	to build upon and				
	letters.	1.RF.2.2: Students are expected to build upon and continue applying concepts learned	2.RF.2.2: Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned
		concepts learned previously.	concepts learned previously.		concepts learned previously.	concepts learned previously.
	K.RF.2.3: Recognize that words are combined to	1.RF.2.3: Recognize the components of a	2.05.2.3	3.RF.2.3:	4.RF.2.3:	5.RF.2.3:
	words are combined to form sentences.	components of a	Students are experted	5.RF.2.5: Students are expected to build upon and continue applying concepts learned previously.	4.RF.2.3: Students are expected to build upon and continue applying concepts learned annulously.	S.RF.2.5: Students are expected to build upon and continue applying concepts learned areviously.
	form sentences.	sentence (e.g., capitalization, first	to build upon and continue applying	to build upon and continue applying	to build upon and continue applying	continue applying
	l	word, ending	to build upon and continue applying concepts learned	concepts learned	concepts learned	concepts learned
	V DE 2 de Identife con	punctuation).  1.RF-2.4: Learn and apply knowledge of alphabetical order.	previously.  2.RF-2.4: Students are expected to build upon and	previously.  3.RF-2.4: Students are expected to build upon and	previously.  4.RF.2.4: Students are expected to build upon and	previously.  5.RF.2.4: Students are expected to build upon and
	K.RF.2.4: Identify and name all uppercase	apply knowledge of	Students are expected	Students are expected	Students are expected	Students are expected
	name all uppercase (capital) and lowercase letters of the alphabet.	alphabetical order.	to build upon and			
	retters of the alphabet.	1	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned
			previously.	previously.	previously.	previously.
	Dem	onstrate understand	RF.3: PHONOLOG ling and apply know	ICAL AWARENESS ledge of spoken wo	rds, syllables, and so	ounds
	KINDERGARTEN K.RF.3.1: Identify and produce rhyming	GRADE 1 1.RF.3.1:	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RF.3.1: Identify and	1.RF.3.1:	2.RF.3.1:	3.RF.3.1:	4.RF.3.1:	5.RF.3.1:
8	produce rhyming words.	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying
N		continue applying				
AWAR ENESS		concepts learned previously.	concepts learned previously.	concepts learned	concepts learned previously.	concepts learned previously.
¥	K.RF.3.2: Orally			S.RF.3.2: Students are expected to build upon and continue applying concepts learned	A DE NO.	
PHONOLOGICAL	K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	including consonant blends, to produce single- and multi- syllable words.	Students are expected to build upon and continue applying concepts learned	Students are expected	Students are expected to build upon and continue applying concepts learned	5.RF.3.2: Students are expected to build upon and continue applying concepts learned
ğ	segment words into syllables.	single- and multi-	continue applying	continue applying	continue applying	continue applying
960		syllable words.	concepts learned	concepts learned	concepts learned	concepts learned
H	K.RF.3.3: Orally blend	1.RF.3.3: Add, delete, or	previously.	previously.	previously.	COCAA.
	the onset (the initial sound) and the rime (the vowel and ending		Students are expected	3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.	Students are expected
	sound) and the rime	change single-syllable	to build upon and			
	(the vowel and ending sound) in words.	words.	concepts learned	continue applying concepts learned	continue applying concepts learned	concepts learned
			Students are expected to build upon and continue applying concepts learned previously.	previously.		Students are expected to build upon and continue applying concepts learned previously.
	K.RF.3.4; Tell the order of sounds heard in	1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable			4.RF.3.4:	5.RF.3.4:
	of sounds heard in words with two or three	(medial) and final	Students are expected to build upon and			
	phonemes, and identify	(medial), and final sounds in single-syllable	continue applying	continue applying	Students are expected to build upon and continue applying concepts learned	continue applying
	words with two or three phonemes, and identify the beginning, middle (medial) and final	words.	2.8F.3.4: Students are expected to build upon and continue applying concepts learned previously.	3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.	concepts learned previously.	5.RF.3.4: Students are expected to build upon and continue applying concepts learned previously
	(medial) and final	1				previously.
	sounds. K.RF.3.5: Add, delete,	1.RF.3.5: Segment the	20035		40035	5.RF-3.5:
	K.RF.3.5: Add, delete, or substitute sounds to	1.RF.3.5: Segment the individual sounds in one-pullable words	20035		40035	S.RF.3.5: Students are expected to build upon and
	sounds.  K.RF.3.5: Add, delete, or substitute sounds to change words.	1.RF.3.5: Segment the individual sounds in one-syllable words.	20035		40035	5.RF.3.5: Students are expected to build upon and continue applying
	sounds.  K.RF.J.S: Add, delete, or substitute sounds to change words.	1.RF.3.5: Segment the individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and continue applying concepts learned	3.RF.3.5: Students are expected to build upon and continue applying concepts learned	4.RF.3.5: Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned
	sounds.  K.RF.3.5: Add, delete, or substitute sounds to change words.		2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	S.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.
	or substitute sounds to change words.	Decode and re	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
	or substitute sounds to change words.  NINDERGARTEN  K.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter-	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
	or substitute sounds to change words.  NINDERGARTEN  K.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
	or substitute sounds to change words.  NINDERGARTEN  K.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
	or substitute sounds to change words.  NINDERGARTEN  K.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and wore GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
ICS	or substitute sounds to change words.  NINDERGARTEN  K.SF.4.1: Use letter-	Decode and re GRADE 1 1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and	2.8F.3.5: Students are expected to build upon and concline applying concepts learned previously. RF.4: P and words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
ONICS	or substitute sounds to change words.  NINDERGARTEN R.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1  LRF.4.: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long rowels, consonant blends and digraphs, wowl teams (e.g., oil and digraphs, and r-controlled viewels	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
PHONICS	or substitute sounds to change words.  NINDERGARTEN R.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1 LR.F.A.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., oi) and digraphs, and r-controlled vowels to decode phonestically	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
PHONICS	or substitute sounds to change words.  NINDERGARTEN R.SF.A.T. Use letter- sound knowledge to	Decode and re GRADE 1  LRF.4.1: Use letter- sound knowledge of  single consonants (hard  and soft sounds), short  and long vowels  consonant blends and  digraphs, vowel teams  (e.g., oil and digraphs  and r-controlled vowels  to decode phomeics)  regular words (e.g., oil,  regular words (e.g., cot,  regular words (e.	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. RF.4: P ead words by applying GRADE 2	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and continue applying concepts learned previously.  GRADE 5
PHONICS	or substitute sounds to change words.  NINDERGARTEN R.SF.A.T. Use letter- sound knowledge to	Decode and re  GRADE 1  1.RF.4.1: Use letter- sound knowledge of single consensant (hard and long-someth), thort consonant blends and digraphs, vower teams (e.g., oil) and digraphs, and i-controlled vowels to decode phoneically regular words (e.g., cot, ou block, boot, her).	2.81.3.1: Students are expected to build upon and concentive applying concepts feared previously.  RF.4.9: Ad words by applying GRADE 2. 2.2.81.4.1: Students are expected to build upon and continue applying contentive applying and previously.	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and work GRADE 3	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. I analysis skills GRADE 4	Students are expected to build upon and conclinue applying concepts frommed previously.  GRADE 5 JAIR ALL Students are expected to build upon and conclinue applying concepts frommed previously.
PHONICS	or substitute sounds to change words.  NINDERGARTEN R.BS. 4.1: Use latter- Sounds howelding to each consumer (e.g., dog = /d.//g/, soop = /d.//p/).  R.BS. 4.2: Blend	Decode and re  GRADE 1  LRF.4.1. Us letter- sound knowledge of  ingle constants thand  and suft sounds), show the  degraph, worse team  (e.g., o) and digraphs,  constants blends and  degraphs, worse team  (e.g., o) and digraphs,  constants blends  and recontrolled sowels  constants blends  and recontrolled sowels  constants blends  and recontrolled sowels  constants  provided  constants   Res. Bott. Provided  constants   Res. Bott. Provided  constants   Res. Bott. Provided   Res. Bott.   Res. B	2.81.3.1: Students are expected to build upon and concentive applying concepts feared previously.  RF.4.9: Ad words by applying GRADE 2. 2.2.81.4.1: Students are expected to build upon and continue applying contentive applying and previously.	3.8E-3.5: Students are expected continue applying concept learned previously. HONICS 3.8E-4.7: Students are expected concept learned previously. Students are expected continue applying concept learned previously.	4.8F.3.5: Students are expected to build upon and continue applying concepts learned previously.  3 analysis skills  GRADE 4  ABF.4.1: Students are expected to build upon and continue applying continues are expected to build upon and continues applying continues are also applying continues applying continues are applying continues applying continues are applying continues and applying continues are applying con	Students are expected to build upon and conclinue applying concepts frommed previously.  GRADE 5 JAIR ALL Students are expected to build upon and conclinue applying concepts frommed previously.
PHONICS	or substitute sounds to change words.  NINCERGARTEN R.BF.4.1: Use little* R.BF.4.1: Use little* decode the sound of seath consonant (e.g., day - /d//g/; soop = /d/ /BF.  R.BF.4.7: Sland Consonant-vewel- CONSONANT-VEWER- CONSONA	Decode and re GRADE 1 LIFE.4.L. Use letter- sound knowledge of single conscenant [hard and off sounds], short conscenant blands and off spile, vowel teams (e.g., o)) and digraphs, and r-controlled spile to decode phonestically regular words (e.g., o) p. Botz, botz, her), and recommended to the spile LEFE.4.L. Discode one- syllable words in the major syllable patterns	JAB A.3: Use Invasively of the is:  JAB A.1: Use Invasively of the invasively of the is:  JAB A.1: Use Invasively of the	3.8E-3.5: Students are expected continue applying concept learned previously. HONICS 3.8E-4.7: Students are expected concept learned previously. Students are expected continue applying concept learned previously.	A.BF.A.2. Use the sin- major gratele personal previously.  A.BF.A.2. Use the sin- major gratele partners and previously.	Students are expected to build upon and conclinue applying concepts frommed previously.  GRADE 5 JAIR ALL Students are expected to build upon and conclinue applying concepts frommed previously.
PHONICS	or substitute sounds to change words.  NINDERGARTEN R.BS. 4.1: Use latter- Sounds howelding to each consumer (e.g., dog = /d.//g/, soop = /d.//p/).  R.BS. 4.2: Blend	Decode and re GRADE 1 LIFE.4.L. Use letter- sound knowledge of single conscenant [hard and off sounds], short conscenant blands and off spile, vowel teams (e.g., o)) and digraphs, and r-controlled spile to decode phonestically regular words (e.g., o) p. Botz, botz, her), and recommended to the spile LEFE.4.L. Discode one- syllable words in the major syllable patterns	JAB A.3: Use Invasively of the is:  JAB A.1: Use Invasively of the invasively of the is:  JAB A.1: Use Invasively of the	3.8F.3.5:  3.subents are expected continue applying concept learned previously. HONGS 3.8F.4.2: Understand the six major spikely concept learned previously.  4.5.6F.4.2: Understand the six major spikely concept learned previously.  3.8F.4.2: Understand the six major spikely concept learned previously.	ARF.3.5: Students are expected continue applying concepts learned previously.  I amalysis skills GRADE 4. ARF.4.1: Use the six major spikle perfect previously.  ARF.4.1: Use the six major spikle patterns;  ARF.4.1: Use the six major spikle patterns.	Students are expected to build upon and conclinue applying concepts frommed previously.  GRADE 5 JAIR ALL Students are expected to build upon and conclinue applying concepts frommed previously.
PHONICS	or substitute sounds to change words.  NINCERGARTEN R.BF.4.1: Use little* R.BF.4.1: Use little* decode the sound of seath consonant (e.g., day - /d//g/; soop = /d/ /BF.  R.BF.4.7: Sland Consonant-vewel- CONSONANT-VEWER- CONSONA	Decode and re  GRADE 1  LRF.4.1. Us letter- sound knowledge of  ingle constants thand  and suft sounds), show the  degraph, worse team  (e.g., o) and digraphs,  constants blends and  degraphs, worse team  (e.g., o) and digraphs,  constants blends  and recontrolled sowels  constants blends  and recontrolled sowels  constants blends  and recontrolled sowels  constants  provided  constants   Res. Bott. Provided  constants   Res. Bott. Provided  constants   Res. Bott. Provided   Res. Bott.   Res. B	J.A.F.A.S: Use Innovinged of the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV.) to decode the six major spiles patterns (CV.C. CV., VV., VV., VC., CV., VV., VV.,	3.8E-3.5: Students are expected continue applying concept learned previously. HONICS 3.8E-4.7: Students are expected concept learned previously. Students are expected continue applying concept learned previously.	A.BF.A.2. Use the sin- major gratele personal previously.  A.BF.A.2. Use the sin- major gratele partners and previously.	Students are expected to build upon and conclinue applying concepts frommed previously.  GRADE 5 JAIR ALL Students are expected to build upon and conclinue applying concepts frommed previously.
PHONICS	or substitute sounds to change words.  SINDERGARTEN RAF-4.T- Use letter- Mark 1. Use l	Decode and re GRADOE I.  AREAL Use inter- sound knowledge of the single consonants (hard and with sounds), bort or single consonants (hard and with sounds), bort or digraphs, owen teams of digraphs, owen teams of controlled vowels or digraphs, owen teams or controlled vowels or team of context.  LEFA_2_CRECOGO en- major syllable words or to major syllable in atternal to the context.  LEFA_2_CRECOGO en- major syllable in atternal to the context.  Independent of context.	J.B.F.A.D:  Tusients are expected to build upon end continue applying concept; learned provincials.  R.F.A.P. Provincials.  R.F.A.P. STANISTANISTANISTANISTANISTANISTANISTANI	3.8F.4.2: Understand the six major syllable some concept learned previously.  3.8F.4.2: Understand the six major syllable some of the six major syllable syllable syllable six major syllable syl	A.BF.3.5: on expected  Students are expected  Students are expected  Students are expected  Students are expected  Continue applying  concepts learned  previously.  3 analysis skills  GRADE 4  A.BF.A.1:  Students are expected  to build upon end  concepts learned  previously.  A.BF.A.2: Use the six  major syllable patterns  major syllable patterns  (CH) for read unknown  words.	Students are expected to build upon ob build upon ob build upon of conditive applying concepts (sarried previous).  GRADES 5. S.B.F.A.1: Students are expected to build upon and conditive applying concepts (sarried previous).  3.8F.A.2: Students are expected to build upon and conditive applying concepts (sarried previous).
PHONICS	or substitute sounds to change words.  NINCERGARTEN RASI-4.1: Use latter- to state of the sound	Decode and re- GRADE I LEFA_LT_US inter- Sound Rouwindge of und and airh sounded, their and lang young, and controlled registering, and r-controlled registering, and r-controlled words to the youngelowed by LEFA_LT_DECODE LEFA_LT_D	JAFIA.2: Use   Landing of their is nowing of their is   Landing of their   Landing of their is   Landing of their   Landing of    Landing of   Landing of   Landing of    Landing of    Landing of	3.8F.4.2: Understand the six major syllable some concept learned previously.  3.8F.4.2: Understand the six major syllable some of the six major syllable syllable syllable six major syllable syl	A.BF.3.5: on expected  Students are expected  Students are expected  Students are expected  Students are expected  Continue applying  concepts learned  previously.  3 analysis skills  GRADE 4  A.BF.A.1:  Students are expected  to build upon end  concepts learned  previously.  A.BF.A.2: Use the six  major syllable patterns  major syllable patterns  (CH) for read unknown  words.	Sudents are expected to build upon about on on conduct applying concepts from the conduct applying concepts from the conduct are expected conducted and conductive applying concepts isomed previously.  5.8F.A.2:  5.8F.A.2:  5.8F.A.3:
PHONICS	or substitute sounds to change words.  NINCERGARTEN E.SF.4.I. Use latter- sound showledge to decode the sound of  dogs / ld / lg/, soop = /s/ /pl/.  E.SF.4.I. Sland Consistant-vowel- consistant-vowel- consistant-vowel- to make words.	Decode and re- GRADE I LEFA_LT_US inter- Sound Rouwindge of und and airh sounded, their and lang young, and controlled registering, and r-controlled registering, and r-controlled words to the youngelowed by LEFA_LT_DECODE LEFA_LT_D	JAFIA.2: Students are expected to build upon and to build upon to build	3.8F.4.2: Understand the six major syllable some concept learned previously.  3.8F.4.2: Understand the six major syllable some of the six major syllable syllable syllable six major syllable syl	A.BF.3.5: on expected  Students are expected  Students are expected  Students are expected  Students are expected  Continue applying  concepts learned  previously.  3 analysis skills  GRADE 4  A.BF.A.1:  Students are expected  to build upon end  concepts learned  previously.  A.BF.A.2: Use the six  major syllable patterns  major syllable patterns  (CH) for read unknown  words.	Sudents are expected to build upon about on on conduct applying concepts from the conduct applying concepts from the conduct are expected conducted and conductive applying concepts isomed previously.  5.8F.A.2:  5.8F.A.2:  5.8F.A.3:
PHONICS	or substitute sounds to change word.  SINCERGARTEN  RAFALL OUR WITH-  RAFALL SHAND  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDER	Decode and re- GRADE I LEFA_LT_US inter- Sound Rouwindge of und and airh sounded, their and lang young, and controlled registering, and r-controlled registering, and r-controlled words to the youngelowed by LEFA_LT_DECODE LEFA_LT_D	JAFIA.2: Students are expected to build upon and to build upon to build	3.8F.4.2: Understand the six major syllable some concept learned previously.  3.8F.4.2: Understand the six major syllable some of the six major syllable syllable syllable six major syllable syl	A.BF.3.5: on expected  Students are expected  Students are expected  Students are expected  Students are expected  Continue applying  concepts learned  previously.  3 analysis skills  GRADE 4  A.BF.A.1:  Students are expected  to build upon end  concepts learned  previously.  A.BF.A.2: Use the six  major syllable patterns  major syllable patterns  (CH) for read unknown  words.	Sudents are expected to build upon about on on conduct applying concepts from the conduct applying concepts from the conduct are expected conducted and conductive applying concepts isomed previously.  5.8F.A.2:  5.8F.A.2:  5.8F.A.3:
PHONICS	or substitute sounds to change word.  SINCERGARTEN  RAFALL OUR WITH-  RAFALL SHAND  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDER	Decode and re GRADOE I.  AREAL Use inter- sound knowledge of the single consonants (hard and with sounds), bort or single consonants (hard and with sounds), bort or digraphs, owen teams of digraphs, owen teams of controlled vowels or digraphs, owen teams or controlled vowels or team of context.  LEFA_2_CRECOGO en- major syllable words or to major syllable in atternal to the context.  LEFA_2_CRECOGO en- major syllable in atternal to the context.  Independent of context.	JAFIA.2: Use   Landing of their is nowing of their is   Landing of their   Landing of their is   Landing of their   Landing of    Landing of   Landing of   Landing of    Landing of    Landing of	3.8F.4.5: une expected  2.5 bill syon and  2.5 bill	ARF.3.5:  Jaudents are expected To build upon and Continue applying Jaudents are expected Jaudents are expected To build upon end Continue applying Jaudents are expected Jauden	Sudents are expected to build upon about on one condition applying concepts farmed previously.  GRADE 5 S.B.E.A.1: SUBSEA.2: SUBSEA.3:
PHONICS	or substitute sounds to change word.  SINCERGARTEN  RAFALL OUR WITH-  RAFALL SHAND  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDERATION  CONSIDERATION  K.BF.A.T. Bland  CONSIDERATION  CONSIDER	Decode and re- GRADE I LEFA_LT_US inter- Sound Rouwindge of und and airh sounded, their and lang young, and controlled registering, and r-controlled registering, and r-controlled words to the youngelowed by LEFA_LT_DECODE LEFA_LT_D	JAFIA.2: Students are expected to build upon and to build upon to build	3.8F.4.2: Understand the six major syllable some concept learned previously.  3.8F.4.2: Understand the six major syllable some of the six major syllable syllable syllable six major syllable syl	A.BF.3.5: on expected  Students are expected  Students are expected  Students are expected  Students are expected  Continue applying  concepts learned  previously.  3 analysis skills  GRADE 4  A.BF.A.1:  Students are expected  to build upon end  concepts learned  previously.  A.BF.A.2: Use the six  major syllable patterns  major syllable patterns  (CH) for read unknown  words.	Sudents are expected to build upon about on on conduct applying concepts from the conduct applying concepts from the conduct are expected conducted and conductive applying concepts isomed previously.  5.8F.A.2:  5.8F.A.2:  5.8F.A.3:
PHONICS	or substitutes rounds to Change word.  DIVERSAGETER  E.M.A.L. Use latter  E.M.A.L. Use latter	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAMAS Content on expected to built give each of the built give each	JAMA3: Other sand special or shall give mod concept for mod co	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the tone of the word.  X.B.A.L. 3. 10 May 1.  X.B.A.L. 4. 10 May 1.  X.B.A.L. 5. 10	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boilings specified	JAMAS States on respected to build good mid- common experience of principal common continue apprince of the common	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitutes records to Change words.  ENDECEMBATEDY  AREA ALL to the State of Change word.  AREA ALL to the State of Change and the State of Change	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boil	JAMA 2. Understand projected to shall depend and considerable and control and	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the tone of the word.  X.B.A.L. 3. 10 May 1.  X.B.A.L. 4. 10 May 1.  X.B.A.L. 5. 10	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boil	JAMA 2. Understand projected to shall depend and considerable and consider	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the tone of the word.  X.B.A.L. 3. 10 May 1.  X.B.A.L. 4. 10 May 1.  X.B.A.L. 5. 10	Decode and re- GRANCI LIARA-LOU-inter- L	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boil	JAMA 2. Understand projected to shall depend and considerable and consider	TABLES STATES AND ADMINISTRATION OF THE PROPERTY OF THE PROPER	Touchest or expected to build upon and continue supplying appropriate to build upon and touchest or expected to build upon and continue supplying appropriate to build upon and continue supplying and continue supplying and continue supplying
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the tone of the word.  X.B.A.L. 3. 10 May 1.  X.B.A.L. 4. 10 May 1.  X.B.A.L. 5. 10	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAMAS December or expected Conference on expected Conference on expected Conference on Experimental Co	SAGA2: Orderstand projected to shall depend and concepts female and projected to shall depend and concepts female and projected to shall depend and concepts female and projected to shall depend and concepts female and projected to shall depend and to shall depend an	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the long in off norm sounds over the long in off norm sounds over the long and first sounds over the long and the long an	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boil	JAMA3. Submitted and expected as a build gray most of a build gray most	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitute sounds to Charge word.  BIOCOGGARTIST  X.B.A.L. 2. 10 May 1.  X.B.A.L. 3. 5 exception the long in off norm sounds over the long in off norm sounds over the long and first sounds over the long and the long an	Decode and re- GONCE1  LIAAL Tou Inter- LIAAL Tourish Inter-   LIAAL Tourish Inter-  LIAAL TOURISH INTER-  LIAAL TOURISH INTER-	JAFAS. To Compare the sequence of the bill specified on expected on boiling specified on boil	JAMA3. Submitted and expected as a build gray most of a build gray most	DATA_2 Out the 20 continues of particular personal of the body of the continues of the cont	Substantia or expected to build upon and to buil
PHONICS	or substitutes sounds to Charge word.  SINCERCARCELLY  SINCERCARCELLY  SOUND SOUNDS SO	Decode and re- SOCIO 2 via retre- SOCIO 3 via retre- socio decode and re- SOCIO 3 via retre- socio decode and re- socio decode and re- socio decode and re- socio decode and re-  LAELA 3 apply  LAELA 3 apply  LAELA 4 securior and  LAELA 4 securior an	JAMAS Country or specific control of the property of the prope	JAMA-3: Understand grade and control and application of the co	TABLES and Administration of the Control of the Con	SALAS  SA
PHONICS	or substitutes rounds to Charge word.  BIOCOGGARTES  K.B.A.L. Quality with Market School Scho	Decode and re- SOCIO 2 via retre- SOCIO 3 via retre- socio decode and re- SOCIO 3 via retre- socio decode and re- socio decode and re- socio decode and re- socio decode and re-  LAELA 3 apply  LAELA 3 apply  LAELA 4 securior and  LAELA 4 securior an	JAMAS Country or specific control of the property of the prope	JAMA-3: Understand grade and control and application of the co	TABLES and Administration of the Control of the Con	SALAS  SA
PHONICS	or substitutes records to Charge words.  BINCHICAGETES  BINCHICAGET  BINCH	Decode and re- GAMAL 2  LELIAL to the little control towards and and control towards are to the control towards and and to the control towards and and towards are towards and and towards are towards and are towards and are towards are to the control towards are towards	JAMAS Collection or apparent of solid species and species and solid species and species and solid species and spec	JAMA 2. Wolverstand the single-principle principle princ	TABLES and Administration of the Control of the Con	SALAS  SA
PHONICS	or substitutes sounds to Change word.  BENCEDIGATED  A.M. A.C. to substitute to the	Decode and re- SOCIO 2 via retre- SOCIO 3 via retre- socio decode and re- SOCIO 3 via retre- socio decode and re- socio decode and re- socio decode and re- socio decode and re-  LAELA 3 apply  LAELA 3 apply  LAELA 4 securior and  LAELA 4 securior an	JAMAS Total and separate common and abbreaus or specially and common and abbreaus or specially common and abbreausous or sp	SAFA2: Understand properties of the safa processor of the safa pro	TABLES TO STANDARD	SAFA.1  SAFA.2  SAFA.2  SAFA.2  SAFA.2  SAFA.3  SAFA.3
PHONICS	or substitutes sounds to Charge word.  BINCHIGARTHY  BINCHIGARTHY  Sound Showing to the decided the sound factor than the sound sounds to the sound sounds to the sound sounds to the sound sounds to sounds the sound factor the sound factor than sound sounds to sounds words.  BASIA.2 Stand common sounds of CVC sounds to make words.  BASIA.3 Recognite the factor to the factor sounds to the factor sounds by sight (e.g., e.m.)  BASIA.4. Stand common by the sounds of the sounds by sight (e.g., e.m.)  BASIA.4. Stand common by the sounds of the sounds by sight (e.g., e.m.)	Decode and re- GAMAL 2  LELIAL to the little control towards and and control towards are to the control towards and and to the control towards and and towards are towards and and towards are towards and are towards and are towards are to the control towards are towards	JAMAS Collection or apparent of solid species and species and solid species and species and solid species and spec	JAMA-3: Understand grade and solution of the s	TABLES TO STANDARD	Submits or expected to build goes and to build g
PHONICS	or substitutes sounds to Change word.  **ENCECHARTER**  **EAT.**A.C.** to the State of Control of C	Obcode and re- GENEST 1  LELEAL to a letter  L	JAMAS Total and separate common and abbreaus or specially and common and abbreaus or specially common and abbreausous or sp	SAFA2: Understand properties of the safa processor of the safa pro	TABLES - State of the second o	Touristic or expected to building on end to end to building on end to building on end to building on end to
PHONICS	or substitutes rounds to Charge word.  BINCERGARTEN  TARIAL TO MAN TO THE STATE OF	Decode and Int GAMA1  LILIALLY US inter- conditional control of the Inter- conditional control of the Inter- conditional control of the Inter- control of the Inter- control of the Inter- control of the Inter- decode and Inter- tone of the Inter- tone of the Inter- tone of the Inter-  LILIAL STATE OF THE INTER-   LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTE	JAMAS Content on expected to build upon and concept to build upon the building of the buildings o	JAMA 2. Welvertand the in process of the control of	TABLES - State of the second o	Touristic or expected to building on end to end to building on end to building on end to building on end to
PHONICS	or unbefinder sounds to Charge word.  STOCKHOARTEST  STOCKHOARTEST	Decode and Int GAMA1  LILIALLY US inter- conditional control of the Inter- conditional control of the Inter- conditional control of the Inter- control of the Inter- control of the Inter- control of the Inter- decode and Inter- tone of the Inter- tone of the Inter- tone of the Inter-  LILIAL STATE OF THE INTER-   LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTER-  LILIAL STATE OF THE INTE	JAMAS Content on expected to build upon and concept to build upon the building of the buildings o	JAMA 2. Welvertand the in process of the control of	TABLES - State of the second o	Touristic or expected to building on end to end to building on end to building on end to building on end to
PHONICS	or substitutes rounds to Charge word.  BINCERGARTEN  TARIAL TO MAN TO THE STATE OF	Decode and re- GMAS 1  LELAC to the letter of the letter o	JAMAN Content on expected content and paging Content on expected content and paging content paging content and paging content	SAFA2. Solution are appeared to a build upon and concepts female and processor and a solution an	TABLES TO STANDARD	Submits or expected to build goes and to build g

READURG North-Circle

There is those leve less found in the Beading Northcolour Section for grades (-5) Key Ideas and Tentual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading Northcolour Section (Ideas).

n Read	ding: Nonfiction, studen	ts are expected to do th	ne following:			
				FOR READING NON		
	KINDERGARTEN			GRADE 3	GRADE 4	GRADE 5
	K.RN.1: Actively	1.RN.1: With support.	2.RN.1: Read and	3.RN.1: Read and	4.RN.1: Read and	5.RN.1: Read and
EARNING OUTCOME	engage in group	read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety	comprehend a variety
8	reading activities with	nonfiction that is	of nonfiction within a	of nonfiction within a	of nonfiction within a	of nonfiction within a
5	reading activities with purpose and	grade-level	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity	of nonfiction within a range of complexity
ŏ	purpose and understanding.	grade-level appropriate.	appropriate for grades	appropriate for grades	appropriate for grades	appropriate for grade
O	understanding.	appropriate.	2-3. By the end of	2-3. By the end of	4-5. By the end of	4-5. By the end of
≦		1	2-3. By the end of grade 2, students	2-3. By the end of	4-5. By the end of grade 4, students	4-5. By the end of grade 5, students
2			grade 2, students interact with texts	grade 3, students		
3		1		interact with texts	interact with texts	interact with texts
91		1	proficiently and	proficiently and	proficiently and	proficiently and
		1	independently at the	independently.	independently at the	independently.
		1	low end of the range		low end of the range	
		i	and with scaffolding as		and with scaffolding as	
		i	needed at the high		needed at the high	
		i	end.		end.	
_				D TEXTUAL SUPPORT		
3						
2	Extra	t and construct me	aning from nonfiction	on texts using a rang	e of comprehensior	skills
š.	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
- 12	K.RN.2.1: With support,	1.RN.2.1: Ask and	2.RN.2.1: Ask and	3.RN.2.1: Ask and	4.RN.2.1: Refer to	5.RN.2.1: Quote
SUPPOR	ask and answer	answer questions about	answer questions about	answer questions to	details and examples in	accurately from a text
SUPPORT	questions about	key details to clarify and	the main idea and	demonstrate	a text when explaining	when explaining what
<b>≤</b> ⋈	important elements of a	confirm understanding	supporting facts and	understanding of a text.	what a text says	text says explicitly and
	text (e.g., events, topics,	of a text.	details in a text to	referring explicitly to	explicitly and when	when drawing
È	concepts).		confirm understanding.	the text as the basis for	drawing inferences	inferences from the
•	pusy.	1	and a second sec	the text as the basis for the answers.	from the text.	text.
	K.RN.2.2: With support,	1.RN.2.2: Retell main	2.RN.2.2: Identify the	3.RN.2.2: Determine	4.RN.2.2: Determine	5.RN.2.2: Determine
	retell the main idea and	ideas and key details of	main idea of a	the main idea of a text;	the main idea of a text	two or more main idea
	key details of a text.	a text.	multiparagraph text and	recount the key details	and explain how it is	of a text and explain
	and operate or a rest.		the topic of each	and explain how they	supported by key	how they are supporte
	1	1	paragraph.	support the main idea.	details; summarize the	by key details:
	1	1	peregrapii.	support the main (068).	details; summarize the text.	
				3.8N.2.3: Describe the		summarize the text.
	K.RN.2.3: With support,	1.RN.2.3: Describe the	2.RN.2.3: Describe the		4.RN.2.3: Explain the	5.RN.2.3: Explain the
	describe the connection	connection between	connection between a	relationship between a	relationships between	relationships or
	between two	two individuals, events,	series of historical	series of historical	events, procedures,	interactions between
	individuals, events,	ideas, or pieces of	events, scientific ideas	events, scientific ideas	ideas, or concepts in a	two or more individua
	ideas, or pieces of	information in a text.	or concepts, and steps	or concepts, or steps in	historical, scientific, or	events, ideas, or
	information in a text.		in a process or	processes or	technical text, based on	concepts in a historica
		1	procedure in a text.	processes or procedures in a test.	specific information in	scientific or technical
	1	1	processing in a text.	using words such as		
	1	1	I	first, next, finally,	the text.	text based on specific information in the text
	I	l	1			information in the text
	1	1	1	because, problem,		1
	1		1	solution, same, and		1
			DALO: FEATURE			
				AND STRUCTURES		
	Build understa	nding of nonfiction t	text, using knowleds	ge of text features, s	tructures, and auth	or's perspective
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	K.RN.3.1: Identify text	1.RN.3.1: Know and use	2.RN.3.1: Use various	3.RN.3.1; Apply	4.RN.3.1: Apply	5.RN.3.1: Apply
S	features of a nonfiction	various text features	text features (e.g., tobie	knowledge of text	knowledge of text	knowledge of text
2	text (e.g., title, author,	(e.g., table of contents,	of contents, index,	features to locate	features to locate	features in multiple
5	illustrations) and	glossory, illustrations)	headings, captions) to	information and rain	information and rain	print and dirital source
ō	describe the	to locate and describe	locate key facts or	meaning from a text	meaning from a text	to locate information,
2	relationship between	key facts or information	information and explain	(e.g., maps.	(e.g., charts, tables,	gain meaning from a
E				(e.g., maps, illustrations, charts.	graphs, headings.	
õ	those features and the text in which they	in a text.	how they contribute to and clarify a text.	illustrations, charts, font/format).	graphs, headings, subheadings,	text, or solve a problem.
EATURES AND STRUCTURES		1	and clarity a text.	Jesse Jormoti.	foot former)	proviem.
4	appear. K.RN.3.2: Recognize	1.RN.3.2: Identify how a	2.RN.3.2: Identify how a	3.RN.3.2: Identify how a	font/format). 4.RN.3.2: Describe the	5.RN,3.2: Compare an
ŭ.	that a nonfiction text	nonfiction text can be	nonfiction text can be	nonfiction text can be	organizational structure	contrast the
=						
F	can be structured to	structured to indicate	structured to compare	structured to indicate a	(e.g., chronological, problem-solution,	organizational structur
5	describe a topic.	order (e.g., sequential)	and contrast, to	problem and solution or	problem-solution,	of events, ideas,
Œ	1	or to explain a simple	describe a procedure,	to put events in	comparison/contrast,	concepts, or
	1	cause and effect	and to explain a cause	chronological order.	procedural, cause/effect,	information in two or
	1	relationship.	and effect relationship.	1	sequential, description)	more texts.
	1	1		1	of events, ideas, concepts, or information	1
	1	1	1	1	in a text or part of a text.	1
	K.RN.3.3:	1.RN.3.3:	2.RN.3.3: Identify what	3.RN.3.3: Distinguish	4.RN.3.3: Compare and	5.RN.3.3: Analyze
	Standard begins at	Standard begins at	the author wants to	one's own perspective	contrast a firsthand and	multiple accounts of the
	second grade	second grade	answer, explain, or	from that of the author	secondhand account of	same event or topic,
			describe in the text.	of the text.	the same event or	noting important
					topic: describe the	similarities and
			1	1	differences in focus and	differences in the
			1	1	the information	differences in the perspectives the
			1	1	the information provided in the	perspectives the accounts represent.
			1	1	provided in the accounts.	accounts represent.
			DN 4: CONNEC	TION OF IDEAS	1 Jima.	
	Build understa KINDERGARTEN	nding of nonfiction 1			nnections between t	opics and ideas
	K.RN.4.1: With support,	1.DN.4.1: identify the	2.RN.4.1: Describe how	3.RN.4.1: Distinguish	4.RN.4.1: Distinguish	5.RN.4.1: Explain how
	identify the reasons an	reasons the author	an author uses facts to	between fact and	between fact and	an author uses reason
		gives to support points	support specific points	opinion; explain how an	opinion; explain how an	an author uses reason and evidence to suppo
S	author gives to support points in a text.	gives to support points in a text.	in a text.	opinion; explain how an author uses reasons	opinion; explain how an author uses reasons	claims in a text.
W.	points in a text.	in a text.	in a text.		autnor uses reasons	
=	1	1	I	and facts to support	and evidence to	identifying which
4	1	1	I	specific points in a text.	support a statement or	reasons and evidence
ž	1	1	1	1	position (claim) in a	support which claims.
Ö					text.	
Ĕ	K.RN.4.2: With support,	1.RN.4.2: Identify basic	2.RN.4.2: Compare and	3.RN.4.2: Compare and	4.RN.4.2: Combine	5.RN.4.2: Combine
U	identify basic	similarities in and	contrast the most	contrast the most	information from two	information from
ž	similarities in and	differences between	important points	important points and	texts on the same topic	several texts or digital
CONNECTION OF IDEAS	differences between	two texts on the same	presented by two texts	key details presented in	in order to demonstrate	sources on the same
Q	two texts on the same	two texts on the same topic.	on the same tools.	two texts on the same	knowledge about the	topic in order to
9	two texts on the same	topic.	on the same topic.	two texts on the same	knowledge about the	topic in order to
	topic.	1	I	topic.	subject.	demonstrate
	1	1	1	1		knowledge about the
						subject.
	KRN.4.3:	1.RN.4.3:	2.RN.4.3:	3.RN.4.3:	4.RN.4.3:	5.RN.4.3:
	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at six
	grade.	grade.	grade.	grade.	grade.	grade.
FAC						
	ING: Vocabulary					
tere	are two key areas found	d in the Reading: Vocabi	ulary section for grades	K-5: Vocabulary Building	g and Vocabulary in Lite	rature and Nonfiction
					a Outcome for Reading	Vocabulary
	By demonstrating the s	kilis listeu ili eatri settio	in, students snould be a	Die to meet the cearning		
				ble to meet the cearning		,
		nts are expected to do t	the following:	FOR READING VOCA		

Texts	s. By demonstrating the	skills listed in each section	on, students should be a	able to meet the Learnin	g Outcome for Reading:	Vocabulary.		
in Re	sading: Vocabulary, stude	ents are expected to do	the following:					
		RV.1: LE	ARNING OUTCOME	FOR READING VOCA	ABULARY			
ME	Build and apply vocabulary using various strategies and sources							
8	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE S		
2	K.RV.1: Use words.	1.RV.1: Use words,	2.RV.1: Use words,	3.RV.1: Build and use	4.RV.1: Build and use	5.RV.1: Build and use		
5	phrases, and strategies	phrases, and strategies	phrases, and strategies	accurately	accurately general	accurately general		
	acquired through	acquired through	acquired through	conversational, general	academic and content-	academic and content-		
ទ្ធ	conversations, reading	conversations, reading	conversations, reading	academic, and content-	specific words and	specific words and		
SNING	and being read to, and	and being read to, and	and being read to, and	specific words and	phrases.	phrases.		
2	responding to literature	responding to literature	responding to literature	phrases.		·		
\$	and nonfiction texts to	and nonfiction texts to	and nonfiction texts to					
-	build and apply	build and apply	build and apply					
	vocabulary.	vocabulary.	vocabulary.					
			RV.2: VOCABU	LARY BUILDING				
G		Use strategies to det	termine and clarify v	words and understar	nd their relationship	s		
S	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5		
ᆵ	K.RV.2.1:	1.RV.2.1: Demonstrate	2.RV.2.1: Use context	3.RV.2.1: Apply context	4.RV.2.1: Apply context	5.RV.2.1: Select and		
5	Standard begins at first	understanding that	clues (e.g., words and	clues (e.g., word,	clues (e.g., word,	apply context clues		
	grade.	context clues (e.g.,	sentence clues) and text	phrase, and sentence	phrase, sentence, and	(e.g., word, phrase,		
€.		words and sentence	features (e.g., toble of	clues) and text features	paragraph clues) and	sentence, and		
5		clues) and text features	contents, headings) to	(e.g., maps, illustrations,	text features (e.g.,	paragraph clues) and		
∍.		(e.g., glossaries,	determine the	charts) to determine the	charts,	text features to		
F		illustrations) may be	meanings of unknown	meanings of unknown	headings/subheadings,	determine the		
VOCABULARY		used to help understand	words.	words.	font/format) to	meanings of unknown		
×		unknown words.			determine the	words.		
				l	meanings of unknown			

WRITING:
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genret, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Need the scaling of curries untilling that is included in this pacific in the stagetes of the discussion of treat declaration. The declare Department of Education recommends the solved of curries writing is related in Spaces. I and it is not related to the stagetes and the control of the spaces of the stagetes of the stagetes and the setting. On the first the more important purpose of being able to gaig curries writing. Students need to be able to read curries writing as they writing interval concerned (e.g., students) and countries (e.g., students).

In Wr	iting, students are exper	cted to do the following					
		1	W.1: LEARNING OUT	COME FOR WRITING	3		-
		Write effect	ively for a variety of	f tasks, purposes, an	d audiences		-
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	
	K.W.1: Write for specific	1.W.1: Write routinely	2.W.1: Write routinely	3.W.1: Write routinely	4.W.1: Write routinely	5.W.1: Write routinely	-
3	purposes and	over brief time frames	over brief time frames	over a variety of time	over a variety of time	over a variety of time	-
ō	audiences.	and for a variety of	and for a variety of	frames and for a range	frames and for a range	frames and for a range	
1 2		purposes and	tasks, purposes, and	of discipline-specific	of discipline-specific	of discipline-specific	-
OUTCOME		audiences.	audiences; apply	tasks, purposes, and	tasks, purposes, and	tasks, purposes, and	
			reading standards to	audiences; apply	audiences; apply	audiences; apply	-
١٧			write in response to	reading standards to	reading standards to	reading standards to	-
₹			literature and nonfiction	write in response to	support reflection and	support reflection and	
<u>~</u>			texts.	literature and nonfiction	response to literature	response to literature	-
EARNING				texts.	and nonfiction texts.	and nonfiction texts.	
-							-
							-
				l			
				l			

ı				W 2- HAN	DWRITING		
ı				Demonstrate the al	ility to write legibly		
ı		KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ı		K.W.2.1: Write most	1.W.2.1.: Write all	2.W.2.1: Form letters	3.W.2.1: Write legibly in	4.W.2.1: Write legibly in	5.W.2.1:
J		uppercase (capital) and	uppercase (capital) and	correctly and space	print or cursive, leaving	print or cursive, forming	Students are expected
٦		lowercase letters of the	lowercase letters	words and sentences	space between letters	letters and words that	to build upon and
1		alphabet, correctly	legibly, and space	properly so that writing	in a word, words, in a	can be read by others.	continue applying
1		shaping and spacing the	letters, words, and	can be read easily by	sentence, and words		concepts learned
П		letters of the words.	sentences	another person.	and the edges of the		previously.
1			appropriately.		paper.		
П							
Н							
П							
П							
Л							
1	U						
П	2						
П	ΙE						
П	5						
П	≥						
П	HANDWRITING						
П	I ≨						
П	-	K.W.2.2: Write by	1.W.2.2:	2.W.2.2:	1.W.2.2:	4.W.2.2:	5.W.2.2:
٦		moving from left to	Students are expected	Students are expected	Students are expected	Students are expected	Students are expected
ı		right and top to bottom.	to build upon and	to build upon and	to build upon and	to build upon and	to build upon and
4		right and top to bottom.	continue applying	continue apolyina	continue applying	continue applying	continue applying
Ц			concepts learned	concepts learned	concepts learned	concepts learned	concepts learned
П			previously.	previously.	previously.	previously.	previously.
П			previously.	previously.	previously.	previously.	previously.
П							
1							
П							
П							
1							
1							
4							
1							
1							

				NG GENRES			
	Deve		writing for different			eople	-
	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	1 .
	K.W.3.1: Use words and	1.W.3.1: Write logically	2.W.3.1: Write a	3.W.3.1 Write	4.W.3.1: Write	5.W.3.1: Write	1
	pictures to provide	connected sentences to	logically connected	persuasive	persussive compositions	persuasive compositions	-
	logical reasons for	make a proposal to a	paragraph or	compositions in a	in a variety of forms	in a variety of forms	-
	suggesting that others follow a particular	particular audience	paragraphs, that	variety of forms that -	uiac=	that -	
	course of action.	(e.g., a porent, clossmote, etc.) and give	introduce an opinion, with a concluding	State the opinion in an	• in an introductory	Clearly present a	-
	course or accord.	reasons why the	statement or section	introductory statement	statement, clearly state	position in an	_
		proposal should be	and multiple reasons to	or section.	an opinion to a particular	introductory statement	
		considered.	explain why a certain		audience.	to an identified audience.	-
			course of action should	<ul> <li>Support the opinion</li> </ul>			-
			be followed.	with reasons in an	<ul> <li>Support the opinion</li> </ul>	<ul> <li>Support the position</li> </ul>	
				organized way.	with facts and details from various sources.	with qualitative and quantitative facts and	-
				Connect opinion and	including texts.	details from various	_   2
5				reasons using words and		sources, including texts.	9
PERSUASIVE				phrases.	<ul> <li>Use an organizational</li> </ul>		COMPREHENSION
Š					structure to group	<ul> <li>Use an organizational</li> </ul>	_   <del>"</del>
S				Provide a concluding	related ideas that	structure to group	W
2				statement or section.	support the purpose.	related ideas that	-  <u>=</u>
					Connect opinion and	support the purpose.	6
					reasons using words and	Use language	٥
					phrases.	appropriate for the	-
						identified audience.	
					Provide a concluding		
					statement or section	<ul> <li>Connect reasons to the</li> </ul>	-
					related to the position	position using words,	
					presented.	phrases, and clauses.	
						Provide a concluding	-
						statement or section	
						related to the position	
						presented.	-
	K.W.3.2: Use words and pictures to develop a	1.W.3.2: Develop a topic sentence or main	2.W.3.2: Write a paragraph or	3.W.3.2: Write informative	4.W.3.2: Write informative	5.W.5.2: Write informative compositions	
	main idea and provide	idea, provide some facts	paragraphs on a topic	compositions on a	compositions on a	on a variety of topics	-
	some information about	or details about the	that introduce a topic.	variety of topics that -	variety of topics that -	that -	
	a topic.	topic, and provide a	provide facts and details		,,		
		concluding statement.	about the topic, and	State the topic, develop	Provide an introductory	Introduce a topic;	-
			provide a concluding	a main idea for the	paragraph with a clear	organize sentences and	
			statement.	introductory paragraph,	main idea.	paragraphs logically,	
				and group related		using an organizational form that suits the topic.	-
				information together.	Provide supporting paragraphs with topic	torm that suits the topic.	
				Develop the topic with	and summary sentences.	Employ sufficient	
				facts and details.	and summary sentences.	examples, facts.	I – I
					Provide facts, specific	quotations, or other	
				Connect ideas within	details, and examples	information from various	AND IDEAS
				categories of information	from various sources and	sources and texts to give clear support for topics.	-  ₫
ш				using words and phrases.	texts to support ideas and extend explanations.	clear support for topics.	9
≥				Use text features (e.g.,	and extend expranations.	Connect ideas within	
۱₹				pictures, graphics) when	Connect ideas using	and across categories	-  <u>ë</u>
Σ				useful to aid	words and phrases.	using transition words	6
5				comprehension.	merco uno privoco.	(e.g., therefore, in	
NFORMATIVE	1	1	1		Include text features	addition).	KNOWLEDGE
=	l			<ul> <li>Provide a concluding</li> </ul>	(e.g., formatting,	Include text features	2
	l	1		statement or section.	pictures, graphics) and	Include text features     (e.g., formatting,	6
	l	1			multimedia when useful to aid comprehension.	octures, organics) and	8
	l				to are comprehension.	multimedia when useful	PRESENTATION
	l				Use language and	to aid comprehension.	
	l				vocabulary appropriate		5
	l				for audience and topic.	Use appropriate	6
	1	1	1			language, vocabulary,	a
	1	1	1		<ul> <li>Provide a concluding</li> </ul>	and sentence variety to convey meaning; for	

#### SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and lates. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of an drespect for diversity in language use posterms, and diodects. <sup>8</sup>

In S	peaking and Listening, st	udents are expected to o	to the following:			
M.		SL.1: LEA elop and apply effe	RNING OUTCOME F ctive communication	OR SPEAKING AND L n skills through spea	king and active liste	ning
LEARNING OUTCOME	KINDERGARTEN K.SL.I: Listen actively and communicate effectively with a variety of audiences and for different purposes.	GRADE 1  1.SL1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 2 2.5L.1: Usten actively and adjust the use of spoken language (e.g., conventions, secabulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 3 3.S.L.: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecebulary) to communicate effectively with a variety of audiences and for different purposes.	GRADE 4 4.5LLS: Listen actively and adjust the use of spoken language (e.g., conventions, style, vecobulory) to communicate effectively with a variety of audiences and for different purposes.	GRADE S 5.SLL: listen actively and adjust the use of spoken language (e.g., conventions, style, worshulary) to communicate effectively with a variety of audiences and for different purposes.
NO	Develop and	apply reciprocal co		ND COLLABORATION	i	
DISCUSSION AND COLLABORATION	KINDERGARTEN K.S.L.Z.I: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 1 1.51.2.1: Participate in collaborative conversations about grade-appropriate topics and tests with peers and adults in small and larger groups.	GRADE 2 2.5.1.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	GRADE 3 5.51.2.11 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (learly,	GRADE 4 4.5L.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and tests, building on others' ideas and expressing personal ideas (learly.	GRADE 5 5.51.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas (early.
	K.SL2.2: Standard begins in third grade.	1.SL.2: Standard begins in third grade.	2.5L.2.2: Standard begins in third grade.	3.SL2.2: Explore Ideas under discussion by drawing on readings and other information.	4.5L.2.2: Explore Ideas under discussion by drawing on readings and other information.	5.SL2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
	K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	1.5L.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	2.5L.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	3.5L.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	4.5L.2.5: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.5L.2.3: Establish and follow agreed-upon rules for discussion.
	K.SL2.4: Ask questions to seek help, get information, or clarify something that is not understood.	1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.	2.54.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	3.5L2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	4.51.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	5.5L.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	K.SL2.5: Continue a conversation through multiple exchanges.	1.51.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2.51.2.5: Build on others' talk in conversations by linking comments to the remarks of others.	3.51.2.5: Explain personal ideas and understanding in reference to the discussion.	4.51.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	5.5L.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
		evelop and apply ac	SL.3: COMP tive listening and in	terpretation skills us	ing various strategi	es
COMPREHENSION	INDUCERGENTEN KSLALL skin on answer questions about key details in a text read aloud or information presented orally or through other media.	CRACE 1  5.5.3.1.2 th and answer questions about the key details in a text read aloud or information presented orally or through other media.	ORANGE 2 2.55.3.3.1 Determine the purpose for listening (seg, so obtain information, to enjoy humor) and paraphrase or describe key ideas or describe key ideas or describe key ideas or the control of t	J. S. L. S.	GRADE 4 4.53.1.1.5 mmmrite while it is a state of the sta	GRADE S S.G.L.S: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including viewally, quantitatively, and orally.
CON	K.SL.3.:Z Ask appropriate questions about what a speaker says.	1.54.3-2: Ask and answer questions about what a speaker says to clarify something that is not understood.	2.51.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	3.5L3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.5L3.2: Identify and use evidence a speaker provides to support particular points.	5.51.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
				KNOWLEDGE AND I		
	KINDERGARTEN	op and apply speaki GRADE 1 1.SL-4.1: Speaking	GRADE 2	GRADE 3		GRADE 5
TATION OF KNOWLEDGE AND IDEAS	K.S.L.4.1: Speaking audilbly, recibe poems, hymnes, and songs, and use complete sentences to describe familiar people, places; hilags, and events and, with support, provide additional details.	1.51.4.1: Speaking audibly and using appropriate language. recite poems, rhymes, songs, and stories, with a seriously detail when describing people, places, things, and events.	2.SL.4.: Using suppropriate language, necite poems and rhymes, and cell a torry or recount an experience, in an organized manner, with appropriate facts and careful attention to sensiony details, speaking sudibly in coherent sentences and at an appropriate pace.	3-SLL-L' Using appropriate language, report on a topic or text, or provide a narrative that organizes (deas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	4-SLA: Using appropriate language, report on a topic or text or provide a narrable in an organized manner, with affective introductions and conclusions, using appropriate facts and relevant, descriptive ideas or themes; peak ideas or themes ideas or themes.	5.54.4.1: Using appropriate language, present information on a topic or text, marrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concicely at an understandable
NO	K.SL4.2: Standard benins in first	1.5L.4.2: Add drawings or other visual displays,	2.5L.4.2: Create simple	5.5L.4.2: Create oral	4.5L4.2: Create oral presentations that	an understandable pace. 5.5L4.2: Create

	est), and simple compound words (e.g., cupcoke) and contractions (e.g., isn't	xitten's, sisters'), and compound words.	not = won't) and possessives (e.g., children's, Dennis's).	roots and agrees) to read accurately unfamiliar multi-sylla words in context.	roots and offixes) to read accurately unfamiliar multi-syllabic words in context.	K.RV.2.2: Iden sort pictures o into categorie	ntify and 1.R of objects sor es (e.g., cat	V.2.2: Define and words into egories (e.g.,	2.RV.2.2: Identify relationships among words, including	3.RV.2.2: Identify relationships among words, including	words.  4.RV.2.2: identify relationships among words, including more	5.BV.2.2: Identify							apprograms to the tops, and audience.  • Provide a concluding statement or section related.	step direction:	step direc	ctions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.
KINDERGARTEN K.R.F.S: Read emergent- reader texts, maintaining an appropriate pace and using self-correcting strategies while	GRADE 1  1.RF.5: Orally read grade-level appropriate or higher texts	GRADE 2  2.RF.5: Orally read prade-level appropriate	GRADE 3  3.8F.5: Orally read grade-level appropriat or higher texts	GRADE 4  4.RF.5: Orally read  erade-level appropria	GRADE S  5.85.5: Orally read  te or higher texts	into categorie colors, shapes opposites).	syn	onyms, iving trings, onyms].	antonyms and antonym, and simple multiple-meaning words (e.g., change, duck).	synonyms, antonyms, homographs, homonyms, antonyms, homonyms, and multiple-meaning word (e.g., puzzle, fire).	complex homographs homoryms, synonym antonyms, and multip meanings.	s, multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.			1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas	2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –	compositions in a variety of forms that – • Establish an	compositions in a variety of forms that –	to the information or explanation presented.  E. S.W.3.3: Write narrative compositions in a variety of forms that —  • Develop the exposition	Guiding Principle: 3 culture and function experiences to cons reflective, and engo	Students develop cri	itical thinking ab lization and info anings from med society.\(\forall \)	bout the messages rec ormation, and they de dia messages. Student	eived and created by m relop understanding th s develop media literac	edia. Students recogniz at people use individual y skills in order to becor	e that media are a part o skills, beliefs, and me more informed,
aspropriate pace and using self-correcting strategies while reading.  READING: Literature	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that compotes comprehension at the independent level.	or higher texts smoothly and accurately, with expression that comotes comprehension at th independent level.	or higher tests smoothly and accurately, with expression that connotes a comprehension at the independent level.	K.RV.2.3: Standard begi grade.			2.RV.2.5: Standard begins at sixth grade.	3.RV.2.5: Standard begins at sixth grade.	4.RV.2.3: Standard begins at six grade.	5.RV.2.3: Standard begins at sixth grade.  5.RV.2.4: Apply			words to signal event order, with ideas organized into a beginning, middle, and ending.	include a beginning.     Use temporal words to signal event order (e.g., first of all).	introduction (e.g., situation, narrator, characters).  • Include specific descriptive details and clear event sequences.	Establish an introduction with a context to allow the reader to imagine the world of the event or experience.      Organize events that unfold naturally, using	Develop the exposition (e.g., describe the serting, establish the situation, introduce the narrator and/or characters).     Develop an event sequence (e.g., conflict, climax, resolution) that		tudents are expecte	ed to do the follo	lowing:	BAT FOR BATRIA LIT	Outcome for Media Lite ERACY ourposes of media	
There are three key areas for Organization, and Connection Reading: Literature. In Reading: Literature, studen	n of Ideas. By demonst	rating the skills listed in the following:	each section, students	should be able to mee	t the Learning Outcome fo	K.RV.2.4: Rec frequently oci inflections (e. looks).	curring use g, look, affi the	frequently occurring ses, and roots and ir inflactions, as	2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix i added to a known root word.	knowledge of word structure elements (e. suffixes, prefixes, common dreek and Lo is offixes and roots), kno words, and word patterns to determine	knowledge of word structure elements, known words, and word	ATIVE			Provide details to describe actions, thoughts, and feelings.     Provide an ending.	Include dialogue.     Connect ideas and events using introduction and transition words.     Frovide an ending.	meaningful paragraphing and transitional words and phrases of the control of the	unfolds naturally, connecting ideas and events using transitions.  • Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	MINDERGART K.ML.I: Recog various types of	EN GRADE 1 nite 1.ML.1: R of media. role of the informing entertain transmitti	tecognize the in media in g, persuading, ing, or ing culture.	GRADE 2 2.ML1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	and the roles and a GRADE 3 3.MLI: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	GRADE 4  4.ML1: identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit	GRADE S  5.ML1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit
NINDERGARTEN KIRLT: Actively engage in group reading activities with purpose and understanding.  DNIN	Read and compt GRADE I 1.ML1: With support, read and comprehend literature that it grade level appropriate.	chend a variety of li GRADE 2 J.R.L.1: Red and comprehend a variety of literature within a range of complexity appropriate for grade 2.3. By the end of grade with texts proficently and independently at the low and of the range and with scaffolding as needed a the high end.	terature independs GRADE 3 3.RL:1 Read and comprehend a variety of literature within a range of complexity appropriate for grade 2-3. By the end of gra 3, students interact with texts proficiently and independently.	4.RL1: Read and comprehend a variet of literature within a range of complexity appropriate for grad de 4-5. By the end of gr.	S.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	K.RV.2.5: Standard beginned beginning second grade.		V.2.5: stand begins at and grade.	2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to fire the pronunciation and	5.RV.2.5: Consult reference materials, both print and digital	NARR					personalize, feelings, and responses to situations.  • Employ vocabulary wit sufficient sensory (sight, touch, taste) details to give cleapitumes of ideas and events.  • Frovide an ending that follows the narrated experiencies or events.	Use precise and expressive vocabulary and figurative language for effect.     Provide an ending that	KINDERGART KAML2.1: Reco common signs of dentify co or advartiseme	EN GRADE 1	Demonstrate using of media and answering the questions at is read, viewed.	es of media and the GRADE 2	IA LITERACY  ways in which mer  GRADE 3  3.ML.2.1: Institution  among the purposes of  various media messages,  including for information,  metertainment,  persuation,  interpretation of events,  or transmission of  culture.  3.ML.2.2:	dia can have influen GRADE 4 A.M.L.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	CORRUPE.  GRADE 5  GRADE 5  S.MIL.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.
Build comprehen:	RL.2:	STANDARD 2: KEY IE  Iterature by identifying,  GRADE 2	EAS AND TEXTUAL	SUPPORT		Build a  KINDERG  K.RV.3.1: Wit  ask and answ	th support, 1.8	GRADE 1 V.3.1: Identify words	ABULARY IN LITERA terature and nonfiction to GRADE 2 2.RV.3.1: Recognize that authors use words	ATURE AND NONFIG exts by determining or of GRADE 3 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to	larifying the meanings or	of words and their uses  GRADE 5  S.RV.3.1: Determine how words and phrases								K.ML2.2: Standard begin grade.	s in fifth Standard i grade.	begins in fifth	Standard begins in fifth grade.	Standard begins in fifth grade.	Standard begins in fifth grade.	S.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.
KINDERGARTEN K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.	GRADE 1  1.Rt.2.1: Ask and answer questions abou main idea and key details in a text.	GRADE 2 2.81.2.1: Ask and answer questions (e.g., who was the story about; why did an even happen; where did the story happen) to demonstrate understanding of main idea and key details in a	3.RL2.1: Ask and		5.RL.2.1: Quote in accurately from a text	L ARV-3.2: Wit K.RV-3.2: Wit K		ms, or songs that gest feelings or eal to the senses such, hearing, sight, re, smell).	(e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.  2.RV.3.2: Determine the	words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). 3.8W.3.2: Determine	4.8V.3.1: Determine how words and phrass provide meaning to works of literature, including figurative language (e.g., similes, metophors, or hyperbole).	provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metophors, hyperbole, or oflusion).		Produce coher KINDERGARTEN K.W.4: Apply the writing process to –  With support, revise writing by adding simple	ent and legible docu GRADE 1 1.W.4: Apply the writing process to - • With support, develop colors and	W.4: THE WF uments by planning, GRADE 2 2.W.4: Apply the writing process to –  Generate a draft by developing, selecting	RITING PROCESS , drafting, revising, 4 GRADE 3 S.W.4: Apply the writin process to -  • Generate a draft by developing, selecting	editing, and collabor GRADE 4 g 4.W.4: Apply the writin process to - • Generate a draft by developing, selecting	ating with others  GRADE 5  g. S.W.4: Apply the writing process to –  Generate a draft by developing, selecting							
K.R.L.2.2: With support, recell familiar stories, poems, and nursery rhymnes, including key details.	1.RL2.2: Retell stories, fables, and fairy tales is sequence, including ke details, and demonstrate understanding of their central message or lesson.	inde and key details in tent.  2.81.2.2: Recount the beginning, middle, and yending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	S.RL.2.2: Retell folktales, fables, and t tales from diverse cultures; identify the themes in these work:	4.RL.2.2: Paraphrase retail the main event a story, myth, legend or novel; identify the s. theme and provide evidence for the interpretation.	or sin theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarise the text.	ask and answ questions abd questions abd questions abd questions abd question to profice the profice of the pro	er and out hel rds in a clai xt. wo	wer questions to p determine or ify the meaning of rds and phrases in a ffiction text.	meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.  2.RV.3.3: Stondard begins at third grade.	the meanings of general academic and content-specific words and phrases in a	meanings of general academic and content	meaning of general academic and content- specific words and phrasas in a nonfiction text relevant to a fifth grade topic or text.  5.8V.3.3: Analyze the	ROCESS	details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).  * Use available technology to produce and publish writing.	organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words	and organizing ideas relevant to topic, purpose, and ganne; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure word choice)	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quonity of ideas, organization, sentence fluency, word choice); and edit writin for format and	and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organication, sentence fluency, word g. Choice); edit writing for format and convention format and convention.	and organizing ideas railevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quolity of ideas, organization, sentence fluency, word choice); and edit writing for format and standard for format and standard							
K.RL.2.3: Identify important elements of the text (e.g., chorocters, settings, or events).	1.RL2.3: Using key details, identify and describe the elements of plot, character, and setting. 1.RL2.4: Make and	2.8L.2.3: Describe how characters in a story respond to major events and how characters affect the plot.	3.RL2.3: Describe characters in a story (e.g., their traits, motivations, or feeling and explain how their actions contribute to the plot.  3.RL2.4:	4.RL2.3: Describe a character, setting, or event in a story or pl drawing on specific details in the text, are how that impacts the plot.  4.RL2.4:	5.RL2.3: Describe two or more characters, ey, settings, or events in a								THE WRITI		basic capitalization, end punctuation); and provide feedback to other writers.  • Use available technology to publish legible documents.	spelling, capitalization, usage, punctuation); and provide feedback to other writers.  • Use available technology to publish legible documents.	conventions (e.g., spelling, capitalization, surger, punctuation).  • Use technology to interact and collaborat with others to publish legible documents.	(e.g., spelling, copitalization, usage, punctuation).  • Use technology to interact and collaborat with others to publish legible documents.	English conventions.  * Use technology to interact and collaborate with others to publish legible documents.							
K.RL.2.4: Make predictions about what will happen in a story.	1.M.2.4: Make and confirm predictions about what will happen next in a story.	2.8t.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.	d Students are expected to build upon and continue applying concepts learned previously.																					
	hension and appre GRADE 1	ciation of literature, GRADE 2 2.RL.3.1: Describe the	using knowledge of	of literary structure GRADE 4										W.5: Build l	cnowledge about the	e research process a	E RESEARCH PROCES	SS study by conducting	short research							
genres (e.g., fairy tales, nursery rhymes, storybooks).	storybooks).	overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	such as chapter, scene and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.		series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.								MATION	K.W.5: With support, build understanding of a topic using various sources.	GRADE 1  1.W.5: With support, conduct simple research on a topic.  • identify several sources of information and indicate the sources.	GRADE 2  2.W.5: With support, conduct short research on a topic.  • Find information on a topic of inferest (e.g., cordinals).	GRADE 3 3.W.5: Conduct short research on a topic.  • Identify a specific topi or question of interest (e.g., where did Benjam Harrison grow up?).	GRADE 4  4.W.5: Conduct short research on a topic.  c • Identify a specific question to address (e.g what is the history of thingly 5007).	5.W.5: Conduct short research assignments and tasks on a topic.							
K.R.J.3.2: With support, define the role of the author and illustrator of a story in telling the story.	1.M.3.2: coentry who telling the story at various points in a text	is 2.RL3.2: Acknowledge differences in the point of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. RL4: CONNE	on earlier sections, 3.RL3.2: Distinguish spersonal point of view from that of the narrator or those of th characters.	w.k.s.z.compare as contrast the point of view from which different stories are narrated, including ti difference between first- and third-perso narrations.	a narrator's or speaker's point of view influences how events are portrayed.								IND REPORTING II	<ul> <li>Identify relevant pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.</li> </ul>	Organize information, using graphic organizers or other aids.      Make informal presentations on information gathered.	Identify various visual and text reference sources     Organize, summarize, and present the information, choosing from a variety of format:	Locate information in reference texts, electronic resources, or through intendents	Use organizational features of print and digital sources to efficiently to locate further information.      Determine the	with support,     formulate a research     question (e.g., whore were     Ann Wooden's greatest     contributions to college     bosketboll?).      Identify and acquire     information through     reliable primary and     secondary sources.							
Build comprehensi  KINDERGARTEN  KILLAL: With support, describe the relationship between illustrations and the story in which they appear.	on and appreciation of lift  GRADE 1  1.R.L.4.1: Use illustrations and details in a story to describe it characters, setting, or events.	erature by connecting liter	ary elements and themes  GRADE 3  3.RL4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the word in a story (e.g., create mood, emphasize aspects of a character	visual and multimedi presentations and representations can	ry tools impact meaning  GRADE 5  W SALL4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.								ESSING, SYNTHESIZING, A			from a variety of formats	sources may be more reliable than others.  • Record relevant information in their own words.  • Present the information, choosing from a variety of format	Summarize and organize information in their own words, giving credit to the source.      Present the research information, choosing from a variety of format	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.  Audio plagiarism and follow copyright guidelines for use of images, pictures, etc.							
K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL4.2: Compare and contrast the adventure and experiences of characters in stories.	plot.  2.RL.4.: Compare and so contrast versions of the same stories from different authors, time periods, or cultures from around the world.	or setting).  3.RL.4.2: Compare an contrast the themes, settings, and plots of stories written by the same author about th same or similar characters (e.g., in books from a series).	d 4.RL.4.2: Compare at contrast the treatme of similar themes an topics and patterns of events in stories, my and traditional literature from differ cultures.	f approaches to similar								FINDING, ASS						images, pictures, etc.  • Present the research information, choosing from a variety of sources.							
														KINDERGARTEN K.W.6.1: Demonstrate	Demonstra GRADE 1 1.W.6.1: Demonstrate command of English	W.6: CONVENTIONS rate command of the GRADE 2		ELISH indard English GRADE 4	GRADE 5 S.W.6.1: Demonstrate command of English							
														K.W.6.1: Demonstrate command of English grammar and usage, focusing on: K.W.6.1a: Noura/Pronouns — Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cots).	1.W.6.1: Demonstrate command of English grammar and usage, focusing on:     1.W.6.1a: Nount/Pronouns — Writing sentences that include common and proper nounce and personal pronouns.	GRADE 2 2.W.6.1: Demonstrate command of English grammar and usage, focusing on: 2.W.6.1: Nouns/Pronouns Wirking sentences that include common, prope possessive, and collectiv nouns, irregular plural nouns, and personal and possessive pronouns.	command of English grammar and usage, focusing on: 3.W-6.1a: Nours/Proncers -	4.W.6.1: Demonstrate command of English grammar and usage, focusing on: 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronous (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their function in the sentence.	grammar and usage, focusing on: S.W.6.1a: Nouns/Pronouns —							
													RAMMAR AND USAG	K.W.6.1b: Verbs – Writing sentences that include verbs.	1.W.6.1b: Verbs — Writing sentences using verbs to convey a sense of past, present, and future.	2.W.6.1b: Verbs –  • Writing sentences that use the past tense of frequently occurring irregular verbs.  • Understanding the functions of different types of verbs (e.g., oction, linking) in	5.W.6.1b: Verbs –  Writing sentences that use regular and irregula verbs and simple verb tenses to convey variou times, sequences, state and conditions.		S.W.6.1b: Verbs –  t Writing sentences that use the perfect (e.g., / hove wolked, / had wolked, / swill have wolked) verb tenses.  • Correctly using verbs							

						-					Carlotte Company		
						9		sentences.			rise/raise).		
						K.W.6.1c: Adjectives/	1.W.6.1c: Adjectives/			4.W.6.1c: Adjectives/	5.W.6.1c: Adjectives/		
						Adverbs -	Adverbs -	Adverbs – Writing	Adverbs Writing	Adverbs Writing	Adverbs -		
								sentences that use	bs. comparative and as	sentences using relative			
						Standard begins at second grade.	Standard begins at	adjectives and adverbs.		adverbs (e.g., where, when) and explaining	Students are expected to build upon and continue		
						secona grane.	second grade.		superiative adjectives	when) and explaining	applying conventions		
									and adverbs, choosing between them sentence. depending on what is to be modified, and		learned previously.		
										semence.	rearried previously.		
									explaining their functions				
									in the sentence.				
						K.W.6.1d: Prepositions -	1.W.6.1d: Prepositions -	2.W.6.1d: Prepositions =	3.W.6.1d: Prepositions =	4.W.6.1d: Prepositions -	5.W.6.1d: Prepositions -		
										Writing sentences that	Writing sentences that		
						Standard begins at fourth	Standard begins at fourth	Standard begins at fourth	Standard begins at fourth	include prepositions,	include prepositional		
						grade.	grade.	grade.	grade.	explaining their functions	phrases and explaining		
										in the sentence.	their functions in the		
											sentence.		
						K.W.6.1e: Usage – Recognizing that there	1.W.6.1e: Usage – Writing complete simple	2.W.6.1e: Usage -	3.W.6.1e: Usage – Writing correctly	4.W.6.1e: Usage – Writing correctly	S.W.6.1e: Usage – Writing correctly simple,		
						are different kinds of		complete simple and	complete simple,	complete simple,	compound, and complex		
						sentences (e.g.,	interrogative, imperative,	compound declarative	compound, and complex	compound, and complex	declarative,		
								interrogative, imperative,		declarative.	interrogative, imperative,		
						something, sentences	sentences in response to			interrogative, imperative,	and exclamatory		
						that ask something, etc.).	prompts.	sentences.	and exclamatory	and exclamatory	sentences, using		
						1	1 1	1	sentences, using	sentences, using	correlative conjunctions		
							1	1	coordinating and	coordinating and	(e.g., either/or,		
							1	1	subordinating		neither/nor).		
									conjunctions (e.g., and, confor. but, or).	conjunctions (e.g., yet,			
						K.W.6.2: Demonstrate	1.W.6.2: Demonstrate		Jor, but, or). 3.W.6.2: Demonstrate	nor, so). 4.W.6.2: Demonstrate	5.W.6.2: Demonstrate		
						command of			command of	command of	command of		
						g capitalization,				capitalization.	capitalization.		
						punctuation, and	punctuation, and	punctuation, and		punctuation, and	punctuation, and		
						spelling focusing on:		spelling, focusing on:	spelling, focusing on:	spelling focusing on:	spelling, focusing on:		
						K.W.6.2a: Capitalization	1.W.6.2a: Capitalization	2.W.6.2a: Capitalization	3.W.6.2a: Capitalization	4.W.6.2a: Capitalization	5.W.6.2a: Capitalization		
						■ - Capitalizing the first	- Capitalizing the first		- Capitalizing appropriate		- Applying correct usage		
						x 5 word in a sentence and	word of a sentence,	months and days of the	words in titles, historical	magazines, newspapers,	of capitalization in		
						the pronoun /.		week, titles and initials in			writing.		
						9	and the pronoun /.	names, and proper		compositions, organizations, and the first word in quotations.			
						 ₽		nouns, including holidays	special events.				
						3		and geographic names.	when appropriate.	tirst word in quotations,			
								2.W.6.2b: Punctuation -		4.W.6.2b: Punctuation -	5.W.6.2b: Punctuation -		
						Recognizing and naming end punctuation.				<ul> <li>Correctly using</li> </ul>	Applying correct usage		
						ena panciasion.	period, question mark,	period, question mark, or exclamation mark at the	apostropries to form	apostrophes to form	of apostrophes and quotation marks in		
							the end of a sentence.	and of a rentence	and plural possessives.	contractions	writing.		
								Using an apostrophe to			Using a comma for		
							and to separate items in	form contractions and	to mark direct speech.	quotation marks and	appositives, to set off the		
								singular possessive	<ul> <li>Using commas in</li> </ul>	commas to mark direct	words yes and no, to set		
								nouns.	locations and addresses;	speech.	off a tag question from		
							1	Using commas in	to mark direct speech;	Using a comma before	the rest of the sentence,		
						1	1	greetings and closings of	and for coordinating	a coordinating	and to indicate direct		
							1	letters, dates, and to		conjunction in a	address.		
							1	separate items in a	red bicycle).	compound sentence.			
						K.W.6.2c: Spelling -	1.W.6.2c: Spelling -	series. 2.W.6.2c: Spelling –	3.W.6.2c: Spelling -	4.W.6.2c: Spelling -	5.W.6.2c: Spelling -		
						Spelling simple words	Spelling unknown	Correctly spelling	Using conventional	Using spelling patterns	Applying correct spelling		
						phonetically, drawing on	spening unknown     words obconstically	Correctly spelling     words with short and	Using conventional     spelling for high-	and generalizations (e.g.,	patterns and		
						phonemic awareness.	drawing on phonemic	long vowel sounds, r-		word families, position-	generalizations in writing.		
							awareness and spelling	controlled vowels, and	studied words and for	based spellings, syllable			
						1	conventions.	consonant-blend	adding affixes to base	patterns, ending rules,	1		
						1	<ul> <li>Correctly spelling</li> </ul>	patterns.	words.	meaningful word parts,	1		
						1	words with common			homophones/	1		
								spelling patterns (e.g.,	and generalizations (e.g.,	homographs) in writing			
							<ul> <li>Correctly spelling</li> </ul>	word families) when	word families, position-	single and multi-syllable			
							common irregularly-	writing words.	based spellings, syllable	words.			
							spelled, grade-	<ul> <li>Correctly spelling common irregularly-</li> </ul>	patterns, ending rules, meaningful word parts,	I			
							appropriate high- frequency words.	common irregularly- spelled grade-	heaningful word parts, homophones/	I	1 1		
							- equiency words.	spened grade- appropriate high	homographs) when	I	1 1		
						1	1	frequency words.	writing.		1		

- [1] K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet
- [2] K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.
- [3] K.W.6.1a Nouns/Pronouns Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
- [4] K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- [5] K.RF.3.1 Identify and produce rhyming words.
- [6] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- [7] K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.
- [8] "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [9] K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- [10] K.RN.2.2 With support, retell the main idea and key details of a text.
- [11] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [12] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.2.3 Recognize that words are combined to form sentences

- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.1 Write for specific purposes and audiences.
- "K.W.5 With support, build understanding of a topic using various sources.
- Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."
- [13] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.1 Write for specific purposes and audiences.
- [14] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.4 Ask guestions to seek help, get information, or clarify something that is not understood.

- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.1 Write for specific purposes and audiences.
- K.W.6.1b Verbs Writing sentences that include verbs.
- [15] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.4.3 Give, restate, and follow simple two-step directions.
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.

- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.6.1b Verbs Writing sentences that include verbs.
- [16] K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet
- [17] K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.
- [18] K.W.6.1b Verbs Writing sentences that include verbs.
- [19] K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- [20] K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- [21] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- [22] "K.W.4 Apply the writing process to -
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [23] K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- [24] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [25] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [26] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.1 Write for specific purposes and audiences.
- [27] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

- K.RF.3.5 Add, delete, or substitute sounds to change words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- [28] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.3.5 Add, delete, or substitute sounds to change words.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- [29] K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.

- K.SL.4.3 Give, restate, and follow simple two-step directions.
- K.RL.1 Actively engage in group reading activities with purpose and understanding.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.3.5 Add, delete, or substitute sounds to change words.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- [30] K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- [31] K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
- [32] K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.
- [33] K.W.6.1a Nouns/Pronouns Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
- [34] K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- [35] K.RF.3.5: Add, delete, or substitute sounds to change one-syllable words.
- [36] K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.
- [37] "K.W.4 Apply the writing process to -
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [38] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [39] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).

- [40] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [41] K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.
- [42] K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).
- [43] K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- "K.W.5 With support, build understanding of a topic using various sources.
- Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."
- [44] K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RL.2.4 Make predictions about what will happen in a story.

- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.
- K.ML.1 Recognize various types of media.
- K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.
- K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.
- [45] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.3.1 Identify and produce rhyming words.

- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [46] K.RF.3.1 Identify and produce rhyming words.
- K.RL.2.4 Make predictions about what will happen in a story.
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [47] K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- [48] K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.
- [49] K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.
- [50] K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.
- [51] K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- [52] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [53] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- [54] K.W.6.2b Punctuation Recognizing and naming end punctuation.
- [55] "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [56] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [57] K.RN.2.2 With support, retell the main idea and key details of a text.

- [58] "K.W.5 With support, build understanding of a topic using various sources.
- Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."
- [59] K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- [60] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ;  $dog = \frac{$
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- [61] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- K.RF.3.1 Identify and produce rhyming words.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- [62] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ;  $dog = \frac{$
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- K.W.6.1e Usage Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).
- [63] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RF.3.1 Identify and produce rhyming words.

- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ;  $dog = \frac{d}{g}$
- [64] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [65] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- [66] K.W.6.1a Nouns/Pronouns Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
- [67] K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- [68] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [69] K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.
- [70] K.W.1 Write for specific purposes and audiences.
- [71] K.RL.2.4 Make predictions about what will happen in a story.
- [72] K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.
- [73] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

- K.RF.3.1 Identify and produce rhyming words.
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [74] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ;  $dog = \frac{$
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [75] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RL.2.4 Make predictions about what will happen in a story.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [76] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

- K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ;  $dog = \frac{d}{g}$
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
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- [77] K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- [78] K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- [79] K.W.6.1a Nouns/Pronouns Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
- [80] K.W.1 Write for specific purposes and audiences.
- [81] K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g.,  $dog = \frac{d}{g}$ ; soap =  $\frac{s}{p}$ ).
- [82] K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.
- [83] K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- [84] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [85] K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read...
- [86] "K.W.4 Apply the writing process to -
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [87] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [88] K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- [89] K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.
- [90] K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

- [91] K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- [92] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [93] K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RF.3.1 Identify and produce rhyming words.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.2.4 Make predictions about what will happen in a story.
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.ML.1 Recognize various types of media.
- K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [94] K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [95] K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RL.2.4 Make predictions about what will happen in a story.
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build

and apply vocabulary.

K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

K.RF.4.3 Recognize the long and short sounds for the five major vowels.

K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

[96] K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

[97] K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.

[98] K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).

[99] K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

[100] K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

[101] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).

[102] K.W.6.2b Punctuation – Recognizing and naming end punctuation.

[103] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.

[104] K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.

[105] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

[106] K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.

[107] K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[108] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- [109] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [110] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic

- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- [111] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.1 Identify and produce rhyming words.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [112] K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- [113] K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

- [114] K.W.6.1b Verbs Writing sentences that include verbs.
- [115] K.RF.2.3 Recognize that words are combined to form sentences
- [116] K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
- [117] K.RN.2.2 With support, retell the main idea and key details of a text.
- [118] K.W.1 Write for specific purposes and audiences.
- [119] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [120] K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [121] K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- [122] K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- [123] K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.
- [124] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [125] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [126] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [127] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- [128] K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

- K.SL.2.5 Continue a conversation through multiple exchanges.
- K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [129] K.RF.3.5 Add, delete, or substitute sounds to change words.
- [130] K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
- [131] K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.
- [132] K.W.6.1e Usage Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).
- [133] K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.
- [134] K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
- [135] K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).
- [136] K.W.6.2b Punctuation Recognizing and naming end punctuation.
- [137] "K.W.5 With support, build understanding of a topic using various sources.
- · Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."
- [138] K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.
- [139] K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

- [140] K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).
- [141] K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [142] K.RN.4.1 With support, identify the reasons an author gives to support points in a text.
- [143] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.3.2 Orally pronounce, blend, and segment words into syllables
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- [144] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- "K.W.4 Apply the writing process to –
- · With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- [145] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.
- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.2 Recognize that written words are made up of sequences of letters.
- K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.
- K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- "K.W.5 With support, build understanding of a topic using various sources.
- Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."
- [146] K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

- K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.RF.2.3 Recognize that words are combined to form sentences
- K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.
- K.RN.2.2 With support, retell the main idea and key details of a text.
- K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic
- K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills
- K.RF.4.3 Recognize the long and short sounds for the five major vowels.
- K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
- K.W.1 Write for specific purposes and audiences.
- "K.W.4 Apply the writing process to –
- With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).
- · Use available technology to produce and publish writing."
- "K.W.5 With support, build understanding of a topic using various sources.
- · Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic."