

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

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
<p><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.</p> <p><b>Teaching Pal</b> - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice &amp; Note signposts and scaffolded support to use <b>during instruction</b>.</p> <p><b>Writing Workshop Teacher's Guide</b> - 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 Guide), these are separate guides and also come in multiple volumes.</p> <p><b>Teacher Resource Book</b> - A collection of <b>Printables</b> for student application of literacy skills and <b>anchor charts</b>, <b>graphic organizers</b>, and <b>Know It, Show It</b> pages.</p> <p><b>Guiding Principles and Strategies</b> - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.</p> <p><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.</p> <p><b>Take and Teach Leveled Reader Cards</b> - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.</p>	<p><b>myBook</b> - 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.</p> <p><b>Rigby Leveled Library</b> - 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.</p> <p><b>Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2)</b> - well-loved literature connected to module topics and serve as focal text for writer's workshop.</p> <p><b>Vocabulary Cards</b> - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</p> <p><b>Picture, Letter, and High-Frequency Word Cards (K-2 only)</b> - develop early foundational skills with these instructional cards.</p> <p><b>Start Right Reader (K-2 only)</b> - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</p> <p><b>Sound/Spelling Cards (Grades 1-2 only)</b> - large-format instruction cards with pictures and multiple spelling combinations.</p> <p><b>Kindergarten Only</b> - alphafriend cards/videos and alphabet cards.</p>	<p><b>Curriculum Maps</b> - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas &amp; Pinnell Guided Reading format and Jan Richardson planning template.</p> <p><b>Modules</b> - 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. Kindergarten modules are 4 weeks long.</p> <p><b>Lessons</b> - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).</p> <p><b>Ed: Your Friend in Learning</b> - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.</p> <p><b>Priority Standards and Essential Skills</b> - 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 about, and what teachers will intervene on (enrichment or remediation).</p> <p><b>Common Assessments</b> - At the end of each module there is a <b>Module Assessment</b>. These will serve as the common assessments. All K-5 students will take this assessment during the designated week of instruction.</p> <p><b>SPECIAL NOTES:</b></p> <p><i>When taking the module assessments online, students will need to be taught how to maneuver 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.</i></p>

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 1</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	<i>K.RF.2.4 [1]</i> <i>K.RF.3.1 [5]</i> <i>K.RF.4.1 [9]</i> <i>K.RF.4.4 [11]</i>		K.RL.2.1 [2] K.RL.2.3 [6] K.RN.2.2 [10]	K.W.6.1a [3] K.W.6.2a [7]	K.W.3.1 [4] K.W.4 [8]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined</u> skills are assessed on the module assessment.	<u>Identify/name all upper- and lowercase letters.</u>  <u>Give sounds of consonants: m,s</u>  <u>Identify and produce rhyming words.</u>  <u>Read common high-frequency words by sight: a, I, see, the</u>	<b>Ask questions about the meaning of unknown words.</b>  <b>Answer questions about the meaning of unknown words.</b>	Recognize different genres of text.  <u>Retell the main topic in the story.</u>  <u>Retell the main idea and key details of a nonfiction text.</u>  Identify the main character(s) in a story.  <u>Identify the setting of a story.</u>  <u>Tell what happened in the beginning, middle, and end of a story.</u>	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.  <b>Write sentences that show an action.</b>	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.
<b>Topics</b>	Count Words in Sentences Rhymes Syllables Identify and Form Letters Consonants Sounds: m, s Words to Know: a, I, see, the	Meaning Clues	Genres: Fiction, Poetry, Informational Text Print Concepts: Book Orientation, Book Parts Beginning, Middle, End Central Idea Characters and Setting Retelling a Story: Illustrations and Words	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	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5:</b> Identify and form letters A-F Identify words in sentences Words to know: the</p> <p><b>Lessons 6-10:</b> Identify and form letters G-P Identify words in sentences Identifying rhyming Words to know: a, the</p> <p><b>Lessons 11-15:</b> Identify and form letters Q-Z Identify rhymes and syllables Words to know: the, a, see</p> <p><b>Lesson 16-20:</b> Identify syllables and blend syllables into words Consonant sounds: m, s Words to know: l, a, the, see</p>	<p><b>Lessons 1-5:</b> plan polite share</p> <p><b>Lessons 6-10:</b> idea offer stuck</p> <p><b>Lessons 11-15:</b> clue mistake puzzled</p> <p><b>Lesson 16-20:</b> city country map</p> <p>*Vocabulary Procedure: say the word, explain the meaning, talk about examples</p>	<p><b>Lessons 1-5:</b> Identifying story elements Listening comprehension Print Concepts: Book orientation Letters make words</p> <p><b>Lessons 6-10:</b> Introduce fiction Identify story elements: Plot Print Concepts: Turning pages</p> <p><b>Lessons 11-15:</b> Introduce poetry Listening comprehension Reading pictures Rhythm and rhyme Print Concepts: Book Parts</p> <p><b>Lessons 16-20:</b> Introduce information text Listening comprehension Central idea Review story elements Using foundational skills in context</p>	<p><b>Lessons 1-5:</b> Proper nouns for people Common nouns for people</p> <p><b>Lessons 6-10:</b> N/A</p> <p><b>Lessons 11-15:</b> Present-tense verbs</p> <p><b>Lessons 16-20:</b> N/A</p>	<p><b>Lessons 1-5:</b> Opinion writing Writing process</p> <p><b>Lessons 6-10:</b> Opinion writing Give reasons (revising) Edit for nouns</p> <p><b>Lessons 11-15:</b> Opinion writing Choose a topic</p> <p><b>Lesson 16-20:</b> Opinion writing Give reasons (revise) Edit for verbs</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment		
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	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]	<i>Read Aloud: Keisha Ann Can!</i> <i>Big Book: School Day!</i>	Weekly Assessment
<b>Week 2</b>	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]	<i>Read Aloud: A Squiggly Story</i> <i>Big Book: One Happy Classroom</i>	Weekly Assessment
<b>Week 3</b>	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]	<i>Read Aloud: Kindergarten Kids</i> <i>Big Book: School Bus</i>	Weekly Assessment
<b>Week 4</b>	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	<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**

<b>Module 2</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	K.RF.2.4 [16] K.RF.3.2 [20] <i>K.RF.4.1 [23]</i> K.RF.4.2 [24] K.RF.4.4 [25]		K.RL.2.1 [17] K.RL.2.3 [21]	K.W.6.1b [18]	K.W.3.3 [19] K.W.4 [22]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined skills</u> are assessed on the module assessment.	Identify/name all upper and lowercase letters.  Blend parts to make words.  Break apart words into syllables. <u>Give sounds of consonants: short a, b, t.</u>  <u>Blend sounds to make words: ban, bat, cab, mat, nap.</u>  <u>Read high-frequency sight words: and, at, by, no, to, you</u>	Sort words into categories using synonyms and antonyms.	<u>Ask and answer questions about key details in a text.</u>  <u>Retell the main topic in the story.</u>  Identify the main character(s) in a story.  Identify the setting of a story.  <b>Point to where the words being on the page.</b>  <b>Show that words move from left to right.</b>  <b>Describe the role of the author and illustrator.</b>  <b>Tell what happened in the beginning, middle, and end of a story.</b>	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.
<b>Topics</b>	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	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<b>Lessons 1-5:</b> Identify syllables Identify final sounds Segment syllables Consonants sounds: t, b Words to know: to, by, my	<b>Lessons 1-5:</b> participate pronounce research	<b>Lessons 1-5:</b> Characters, setting, events Plot: problem and solution Genre characteristics: persuasive texts Opinion and reason Print Concepts: Directionality	<b>Lessons 1-5:</b> Grammar: past-tense verbs	<b>Lessons 1-5:</b> Narrative writing Order of events
	<b>Lessons 6-10:</b> Blend/segment syllables Identify medial vowel sounds Blend phonemes into words Vowel sounds: Short and Long a Words to know: am, at, go	<b>Lessons 6-10:</b> bother change same	<b>Lessons 6-10:</b> Author and illustrator roles Characters, setting, events Topic, theme, central idea Print Concepts: Concept of a Word	<b>Lessons 6-10:</b> Edit for past-tense verbs	<b>Lessons 6-10:</b> Narrative writing Revision focus- character and setting
	<b>Lessons 11-15:</b> Identify/produce rhyme Identify initial sounds Consonants sounds: n, d Words to know: man, no, is	<b>Lessons 11-15:</b> exception serious wise	<b>Lessons 11-15:</b> Author and illustrator roles Characters, setting, events Plot: problem and solution Print Concepts: Concept of a Sentence	<b>Lessons 11-15:</b> Adjectives for color and size	<b>Lessons 11-15:</b> Narrative writing Ideas: adding details
	<b>Lesson 16-20:</b> Blend syllables Identify initial and final sounds Blend onset and rime into words Consonants sounds: c, p Words to know: can, and, you	<b>Lesson 16-20:</b> enormous height wish	<b>Lessons 16-20:</b> Genre characteristics: fables Characters, setting, events Topic and theme Print Concepts: One-to-One Correspondence	<b>Lessons 16-20:</b> Edit for adjectives for color and size	<b>Lesson 16-20:</b> Narrative writing Revision focus - character and setting
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	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]	<i>Read Aloud: I Am Rene the Boy</i> <i>Big Book: Being Different Rocks</i>	Weekly Assessment
<b>Week 2</b>	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]	<i>Read Aloud: I Like Myself!</i> <i>Big Book: ABC I Like Me!</i>	Weekly Assessment
<b>Week 3</b>	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]	<i>Read Aloud: Naked Mole Rat Gets Dressed</i> <i>Big Book: Pete the Cat Too Cool for School</i>	Weekly Assessment
<b>Week 4</b>	October 12-16	Lessons 16-20	K.SL.1, K.SL.2.3, K.SL.2.4, K.SL.2.5, K.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	Foundations	Vocabulary	Reading	Language	Writing
Week 5	October 26-30	Remediation/Enrichment		As needed	Required Module Assessment

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

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



**MSD of Pike Township Reading Curriculum Map - Kindergarten**

Module 3	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson Content</u>	<p><b>Lessons 1-5:</b> identify rhyme identify medial vowel sounds blend phonemes into words produce rhymes Short i and Long i Words to know: an, it, has</p> <p><b>Lessons 6-10:</b> identify/isolate initial sounds recognize alliteration Consonant sounds: r, f Words to know: ran, he, she</p> <p><b>Lessons 11-15:</b> identify/isolate final sounds produce rhymes Inflections Words to know: did, in, put</p> <p><b>Lessons 16-20:</b> blend onsets and rimes into words isolate final sounds segment words into onsets and rimes Inflections Words to know: sits, me, with</p>	<p><b>Lessons 1-5:</b> earn safe together</p> <p><b>Lessons 6-10:</b> busy help neighborhood</p> <p><b>Lessons 11-15:</b> hope wonderful worried</p> <p><b>Lesson 16-20:</b> brave expect ordinary</p>	<p><b>Lessons 1-5:</b> Identify nonfiction text Listening comprehension Identify topic and central idea Give a summary Key details Print Concepts: Concept of a Word</p> <p><b>Lessons 6-10:</b> 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</p> <p><b>Lessons 11-15:</b> Introduce fables Listening comprehension Identify story elements Retell a story Print Concepts: Concept of a Sentence Classify and categorize</p> <p><b>Lessons 16-20:</b> 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</p>	<p><b>Lessons 1-5:</b> Nouns for things Nouns for places</p> <p><b>Lessons 6-10:</b></p> <p><b>Lessons 11-15:</b> Adjectives for shape Adjectives for number</p> <p><b>Lessons 16-20:</b></p>	<p><b>Lessons 1-5:</b> Features of information writing Write central idea and key details Plan, draft, revise information text</p> <p><b>Lessons 6-10:</b> Features of information writing Write central idea and key details Plan, draft, revise information text</p> <p><b>Lessons 11-15:</b> Making lists Plan, draft, revise information text for adjectives</p> <p><b>Lesson 16-20:</b> Maps Plan, draft, revise information text</p>
	<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook
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]	<i>Read Aloud: The Playground</i> <i>Big Book: Places in My Community</i>	Weekly Assessment

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 3</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b>Week 2</b>	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]	<i>Read Aloud: Quinito's Neighborhood</i> <i>Big Book: The Alphabet from the Sky</i>	Weekly Assessment
<b>Week 3</b>	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]	<i>Read Aloud: A Bucket of Blessings</i> <i>Big Book: Bo and Peter</i>	Weekly Assessment
<b>Week 4</b>	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]	Read Aloud: A Piece of Home Big Book Poems: Welcome, My Neighborhood, Homes	Weekly Assessment
<b>Week 5</b>	December 7-11	Remediation/Enrichment		As Needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

Module 4	Foundations	Vocabulary	Reading	Language	Writing
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	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] <i>K.RN.2.2 [57]</i> <i>K.RN.3.1 [59]</i>	K.W.6.2a [50] K.W.6.2b [54]	K.W.3.2 [51] K.W.4 [55] K.W.5 [58]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined</u> skills are assessed on the module assessment.	<u>Blend sounds to make a word: cot, got, hat, jib, jog, kin, wig</u>  Recognize short and long vowels.  <u>Read high-frequency sight words: big, do, got, lot, ten, very, was</u>  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.  <u>Provide details from the story, poem, or nursery rhyme.</u>  Identify the main character(s) in a story.  <u>Identify the setting of a story.</u>  Identify the problem and solution of the story.  Tell what happened in the story.  Retell the main idea of a nonfiction text.  <u>Retell key details of a nonfiction text.</u>  <u>Identify text features in a nonfiction text.</u>  <u>Describe why text features are important.</u>	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.
<b>Topics</b>	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	Foundations	Vocabulary	Reading	Language	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: l, 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: 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
	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
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**

<b>Module 5</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	K.RF.4.2 [64] K.RF.4.4 [68]		K.RL.2.3 [65] <i>K.RL.2.2</i> <i>K.RL.2.4</i> [71] K.RL.4.1 [72]	K.W.6.1a [66]	K.W.3.3 [67] K.W.1 [70]
<b>Essential Skills:</b> <b>SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined skills</u> are assessed on the module assessment.	<b>Give sounds of consonants in words.</b>  <b>Recognize short and long vowel sounds.</b>  <u>Read high-frequency sight words: for, him, size, too, up, we.</u>  <b>Identify similarities and differences in words.</b>  <u>Blend sounds to make a word: jug, quip, vat, yet, sun, pen, mix, rut</u>  Blend phonemes into words orally.  <b>Tell the initial, middle, and final sounds in words.</b>	<b>Identify multiple meanings of a word.</b>	<u>Identify the problem and solution of the story.</u>  Identify the main character(s) in a story.  <u>Retell the main topic in the story.</u>  <b><u>Describe how illustrations help support the story.</u></b>  <u>Provide details from the story.</u>	Write sentences that include singular and plural nouns.	Write a simple story with words and pictures.  Arrange ideas in my story.
<b>Topics</b>	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	Foundations	Vocabulary	Reading	Language	Writing
<u><b>Lesson Content</b></u>	<p><b>Lessons 1-5:</b> Blend phonemes into words Isolate medial vowel sounds Produce rhymes Vowel Sounds: Short and Long u Words to know: but, up, look, want</p> <p><b>Lessons 6-10:</b> Identify final sounds Isolate initial sounds Blend phonemes into words Consonant sounds: v, y Words to know: him, us, for, her</p> <p><b>Lessons 11-15:</b> Identify and isolate medial vowel sounds Blend phonemes into words Vowel sounds: Short and Long e Words to know: yes, help, too, they</p> <p><b>Lesson 16-20:</b> Isolate initial and final sounds Segment words (onset/rime) Consonant sounds: q, x Words to know: six, have, some, we</p>	<p><b>Lessons 1-5:</b> important scared surprised</p> <p><b>Lessons 6-10:</b> lovely several spy</p> <p><b>Lessons 11-15:</b> allow energized inspire</p> <p><b>Lesson 16-20:</b> disability hero respectful</p>	<p><b>Lessons 1-5:</b> Make and check predictions Listening comprehension Identify story elements Picture and text clues Character feelings</p> <p><b>Lessons 6-10:</b> Introduce folktales Listening comprehension Identify story elements Make inferences Character traits Introduce plays Determine word meaning</p> <p><b>Lessons 11-15:</b> Make and check predictions Listening comprehension Identify story elements Make inferences Plot: problem and solution Print Concepts: Return Sweep Key details Determine word meaning</p> <p><b>Lessons 16-20:</b> Introduce biography Listening comprehension Identify people, places, and events Make inferences Topic and theme Identify story elements Print Concepts: Directionality Determine word meaning</p>	<p><b>Lessons 1-5:</b> Pronouns: I, me, we</p> <p><b>Lessons 6-10:</b> N/A</p> <p><b>Lessons 11-15:</b> Singular and plural nouns</p> <p><b>Lessons 16-20:</b> N/A</p>	<p><b>Lessons 1-5:</b> Parts of a narrative Writing a story map Sequence</p> <p><b>Lessons 6-10:</b> Features of Narrative writing Organize, draft, revise and edit narrative writing</p> <p><b>Lessons 11-15:</b> Teach beginnings Order of events Organize, draft, revise and edit narrative writing</p> <p><b>Lesson 16-20:</b> Features of Narrative writing Organize, draft, revise and edit narrative writing</p>
<u><b>Assessments</b></u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	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]	<i>Read Aloud: Jabari Jumps</i> <i>Big Book: All By Myself</i>	Weekly Assessment
<b>Week 2</b>	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]	<i>Read Aloud: The Little Red Hen Makes a Pizza</i> <i>Big Book: The Little Red Hen on Stage</i>	Weekly Assessment

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 5</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b>Week 3</b>	February 16-19 (4-day)	Lessons 11-15	K.RV.1, K.SL.1, K.SL.2.5, K.RF.2.1, K.RL.2.4, K.RN.2.2, K.RV.3.1, K.RF.1, K.RF.3.4, K.RF.4.3, K.RF.5 [75]	<i>Read Aloud: ish</i> <i>Big Book: Let's Make Music</i>	Weekly Assessment
<b>Week 4</b>	February 22-26	Lessons 16-20	K.RV.1, K.SL.1, K.SL.2.1, K.SL.4.1, K.RF.2.1, K.RN.2.3, K.RV.3.1, K.RF.1, K.RF.3.4, K.RF.4.1, K.RF.5, K.W.4 [76]	<i>Read Aloud: Emmanuel's Dream</i> <i>Big Book: Everyone Can Learn to Ride a Bicycle</i>	
<b>Week 5</b>	March 1-5	Remediation/Enrichment		As Needed	<b>Required Module Assessment</b>

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 6</b>	<b>Foundations</b>	<b>Vocabulary</b>	<b>Reading</b>	<b>Language</b>	<b>Writing</b>
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	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.RN.4.1 [94]	K.W.6.1a [79]	K.W.1 [80] K.W.3.2 [83] K.W.4 [86]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined skills</u> are assessed on the module assessment.	Tell the initial, middle, and end sounds in words.  Give sounds of consonants in words.  <u>Blend sounds to make a word: club, flip, snip, span, spot, tend, zap, zest</u>  <u>Read high-frequency words: get, said, stop, that, when, where</u>	<b>Use words to complete the meaning of a sentence.</b>	<b>Recognize a fairy tale, nursery rhyme, or story.</b>  Ask questions/answer questions about what happens in a story.  <u>Ask questions about the meaning of unknown words.</u>  <u>Answer questions about the meaning of unknown words.</u>  <u>Describe how illustrations help support the story.</u>  <u>Identify the support an author gives for their topic.</u>	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.
<b>Topics</b>	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	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p>Lessons 1-5: Isolate initial/final sounds Blend phonemes into words Consonant sound: z Words to know: get, hot, or, where</p> <p>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</p> <p>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</p> <p>Lesson 16-20: Isolate medial vowel sounds Segment words into phonemes Words to know: cut, must, said, when</p>	<p><b>Lessons 1-5:</b> America plain sea</p> <p><b>Lessons 6-10:</b> anthem cheer team</p> <p><b>Lessons 11-15:</b> believe law refuse</p> <p><b>Lesson 16-20:</b> American crowd customer</p>	<p><b>Lessons 1-5:</b> Poetry and songs Visualize Describe connections Identify central idea Print Concepts: Concept of a Word</p> <p><b>Lessons 6-10:</b> Make and check predictions Rhythm and rhyme Compare and contrast adventures Print Concepts: Concept of a Word</p> <p><b>Lessons 11-15:</b> Biography Identify people, places, and events Use text features Discuss author's purpose Print Concept: Concept of a Sentence</p> <p><b>Lessons 16-20:</b> Make and check predictions Visualize Discuss author's purpose/craft Print concept: Concept of a Sentence</p>	<p><b>Lessons 1-5:</b> Prepositions</p> <p><b>Lessons 6-10:</b> Edit for prepositions</p> <p><b>Lessons 11-15:</b> Pronouns</p> <p><b>Lessons 16-20:</b> Edit for pronouns</p>	<p><b>Lessons 1-5:</b> Informational writing- procedural text Ideas - important information</p> <p><b>Lessons 6-10:</b> Informational writing - procedural text Revision focus - order, steps, and a sequence</p> <p><b>Lessons 11-15:</b> Informational text Ideas - important details Organization - strong beginnings</p> <p><b>Lesson 16-20:</b> Informational text Revision focus - central idea and details</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	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]	<i>Read Aloud: America the Beautiful</i> <i>Big Book: In Our Country</i>	Weekly Assessment
<b>Week 2</b>	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]	<i>Read Aloud: Take Me Out to the Yakyu</i> <i>Big Book Song: Take Me Out to the Ball Game</i>	Weekly Assessment
<b>Week 3</b>	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]	<i>Read Aloud: Martin Luther King, Jr.</i> <i>Big Book: Presidents' Day</i>	Weekly Assessment
<b>Week 4</b>	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 Pie 4th of July Big Book: Happy Birthday to the U.S.!	

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

Module 7	Foundations	Vocabulary	Reading	Language	Writing
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	K.RF.3.4 [96] K.RF.3.3 [100] K.RF.4.2 [103] K.RF.4.4 [105]		K.RL.2.1 [97] K.RL.2.3 [101] K.RL.4.1 [104] K.RL.4.2 [106] K.RN.2.3 [107]	K.W.6.1e [98] K.W.6.2b [102]	K.W.3.3 [99]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined skills</u> are assessed on the module assessment.	Tell the final sound in a word.  Make a word when given the word parts.  <u>Blend sounds to make a word: deck, chin, chop, pass, puff, ship, when</u>  <u>Read high-frequency words by sight: back, down, so, tell, this, what</u>  <b>Segment words into phonemes.</b>	<b>Put words in order (i.e. bigger to smaller) that have similar meanings.</b>	<u>Can ask and answer questions about key details in a text.</u>  Retell the main topic in the story.  Identify the main character(s) in a story.  <u>Identify the setting of a story.</u>  <u>Describe how illustrations help support the story.</u>	Tell that there are different kinds of sentences.  Recognize and name punctuation marks.	Write a simple story with words and pictures.
<b>Topics</b>	Produce Rhymes Isolate Initial and Final Sounds Segment Words Into Phonemes Blend Phonemes Into Words Final Consonants: ff, ll, 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	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson Content</u>	<b>Lessons 1-5:</b> Produce rhymes Isolate final sounds Segment words into phonemes Double final consonants: ll, ss, ff, zz, ck Words to know: off, will, down, so	<b>Lessons 1-5:</b> familiar free witness	<b>Lessons 1-5:</b> Identify story elements Retell a story Describe setting Topic words Print Concepts: End Punctuation	<b>Lessons 1-5:</b> Prepositions (in, out, on, off, by)	<b>Lessons 1-5:</b> Parts of a narrative Story maps BME Sensory words Plan, organize, draft, revise a creative story
	<b>Lessons 6-10:</b> Blend phonemes into words Isolate initial sounds Segment words into phonemes Initial digraphs: sh, ch Words to know: back, let, were, what	<b>Lessons 6-10:</b> close flow visit	<b>Lessons 6-10:</b> Identify story elements Visualize Describe setting Identify central idea Author's purpose Print Concepts: End Punctuation	<b>Lessons 11-15:</b> Exclamations	<b>Lessons 6-10:</b> Parts of a narrative Sensory words Plan, organize, draft, revise a creative story
	<b>Lessons 11-15:</b> Isolate initial sounds Segment words into phonemes Initial digraphs: th, wh Words to know: then, this, could, now	<b>Lessons 11-15:</b> curious observe study	<b>Lessons 11-15:</b> Biography Identify people, places, events Make inferences Describe connections Compare and contrast texts Print Concepts: End Punctuation	<b>Lessons 16-20:</b>	<b>Lessons 11-15:</b> Features of poetry Describing and sensory words Plan, organize, draft and write a poem
	<b>Lesson 16-20:</b>	<b>Lesson 16-20:</b> care decide real	<b>Lessons 16-20:</b>		<b>Lesson 16-20:</b> Features of poetry Plan, organize, draft, revise, and publish a poem
	<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>	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]	<i>Read Aloud: Last Stop on Market Street</i> <i>Big Book: Not a Box</i>	Weekly Assessment
<b>Week 2</b>	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]	<i>Read Aloud: I Know the River Loves Me (bilingual)</i> <i>Big Book: Look-Like Animals</i>	Weekly Assessment
<b>Week 3</b>	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]	<i>Read Aloud: Me...Jane</i> <i>Big Book: Jane Goodall and the Chimpanzees</i>	Weekly Assessment
<b>Week 4</b>	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	

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

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 8</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b><u>Priority Standards</u></b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	K.RF.3.2 [112] K.RF.3.4 [116] K.RF.4.2 [119] K.RF.4.3 [122] K.RF.4.4 [124]		K.RN.2.1 [113] K.RN.2.2 [117] K.RN.2.3 [120] K.RL.2.1 [123]	K.W.6.1b [114]	K.RF.2.3 [115] K.W.1 [118] K.W.3.1 [121]
<b><u>Essential Skills: SWBAT (Students will be able to...)</u></b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined</u> skills are assessed on the module assessment.	Blend parts to make words.  Break apart words into syllables.  Tell the initial, middle, and final sounds in words.  Blend sounds to make a word.  <u>Recognize short and long vowels.</u>  <u>Read common high-frequency words by sight.</u>		<u>Retell the main idea of a nonfiction text.</u>  <u>Retell key details of a nonfiction text.</u>  Answer questions about what happens in a story.  <u>Describe the connection between events in a nonfiction text.</u>  <u>Describe the connection between pieces of information in a nonfiction text.</u>	Write sentences that show an action.	Tell sentences are made up of words.  Draw and use words to share my opinion.  Give reasons to support my opinions.
<b><u>Topics</u></b>	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 Contrast Information	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	Foundations	Vocabulary	Reading	Language	Writing
<b>Lesson Content</b>	<p><b>Lessons 1-5:</b> Blend phonemes into words Isolate medial vowel sounds Segment words into phonemes Long a and long i Words to know - same, take, know, out</p> <p><b>Lessons 6-10:</b> Isolate medial vowels and final sounds Segment words into phonemes Long o and long u Words to know - home, like, many, right</p> <p><b>Lessons 11-15:</b> Isolate medial vowel sounds Segment words into phonemes Long e Words to know - keep, made, why, would</p> <p><b>Lesson 16-20:</b> Add/delete syllables (compound words) soft c and g</p>	<p><b>Lessons 1-5:</b> bloom root seed</p> <p><b>Lessons 6-10:</b> burrow soil vine</p> <p><b>Lessons 11-15:</b> crop factory ingredient</p> <p><b>Lesson 16-20:</b> peel row serve</p>	<p>Lessons 1-5: Make and check predictions Identify central idea Use text features Steps in a sequence Print Concepts: One-to-One Correspondence</p> <p>Lessons 6-10: Make and check predictions Identify central idea Synthesize information Compare and contrast information Make connections Print Concepts: One-to-One Correspondence</p> <p>Lessons 11-15: Set a purpose Evaluate details Step in a sequence Order of events Print Concepts: One-to-One Correspondence</p> <p>Lessons 16-20: Set a purpose Visualize Steps in a sequence Print Concepts: One-to-One Correspondence</p>	<p><b>Lessons 1-5:</b> Complete sentences</p> <p><b>Lessons 6-10:</b> Edit for complete sentences</p> <p><b>Lessons 11-15:</b> Past, present, and future tense verb</p> <p><b>Lessons 16-20:</b> Edit verb tense</p>	<p><b>Lessons 1-5:</b> Opinion writing Ideas - fact and opinion</p> <p><b>Lessons 6-10:</b> Opinion writing Revision Focus - Opinions and reasons</p> <p><b>Lessons 11-15:</b> Opinion writing Organization- opinion and reasons</p> <p><b>Lesson 16-20:</b> Opinion writing Revision Focus - opinions and reasons</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>		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]	<i>Read Aloud: Plants Feed Me</i> <i>Big Book: Planting Seeds</i>	Weekly Assessment
<b>Week 2</b>		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]	<i>Read Aloud: Up in the Garden and Down in the Dirt</i> <i>Big Book: Earthworms</i>	Weekly Assessment
<b>Week 3</b>		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]	<i>Read Aloud: PB &amp; J Hooray!</i> <i>Big Book: Growing Vegetable Soup</i>	Weekly Assessment
<b>Week 4</b>		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?	
<b>Week 5</b>		Remediation/Enrichment		As Needed	

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 9</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b>Priority Standards</b>  <i>Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.</i>	K.RF.3.5 [129] K.RF.4.1 [134] K.RF.4.2 [138] K.RF.4.4 [140]	K.RV.2.2 [130]	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]	K.W.6.1e [132] K.W.6.2b [136]	K.W.3.2 [133] K.W.5 [137]
<b>Essential Skills: SWBAT (Students will be able to...)</b>  <b>Bolded</b> skills are important skills, but are not assessed on the module assessment.  <u>Underlined</u> skills are assessed on the module assessment.	Add, delete, and substitute sounds to change words.  Give sounds of consonants in words.  Blend sounds to make a word.  Read high-frequency words.	Sort pictures into categories.	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 topic.  Answer questions about what happens in a story.	Tell that there are different kinds of sentences.  Recognize and name punctuation marks.	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.
<b>Topics</b>	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	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>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<b>Lesson Content</b>	<p><b>Lessons 1-5:</b> Add and delete syllables (compound words) Words to know: came, gave, about, one</p> <p><b>Lessons 6-10:</b> Add and delete phonemes Consonant blends Words to know: just, pick, because, play</p> <p><b>Lessons 11-15:</b> Add and substitute phonemes Digraphs Words to know: ate, them, again, how</p> <p><b>Lesson 16-20:</b> Add and substitute phonemes Long vowels</p>	<p><b>Lessons 1-5:</b> living weather young</p> <p><b>Lessons 6-10:</b> forest steep underground</p> <p><b>Lessons 11-15:</b> burrow prey search</p> <p><b>Lessons 16-20:</b> encounter journey sturdy</p>	<p><b>Lessons 1-5:</b> Set a purpose Identify central idea Key details Print Concepts: book parts and orientation</p> <p><b>Lessons 6-10:</b> Set a purpose Identify story elements Describe setting Identify central idea Print Concepts: directionality</p> <p><b>Lessons 11-15:</b> Set a purpose Identify central idea Make connections Identify story elements Author's purpose Print Concepts: concept of a word</p> <p><b>Lessons 16-20:</b> Set a purpose Identify story elements Retell a story Plot: problem and solution Identify central idea</p>	<p><b>Lessons 1-5:</b> Who, what, when, where, why Using question marks</p> <p><b>Lessons 6-10:</b> N/A</p> <p><b>Lessons 11-15:</b> Sentence types End marks</p> <p><b>Lessons 16-20:</b> N/A</p>	<p><b>Lessons 1-5:</b> Features of research writing Central idea and key details Using sources Make, draft, and revise a research report.</p> <p><b>Lessons 6-10:</b> Features research writing Make, organize, draft, revise, and publish a research report.</p> <p><b>Lessons 11-15:</b> Online sources Strong endings Make, organize, draft, revise, and publish a research report.</p> <p><b>Lesson 16-20:</b> Make, organize, draft, revise, and publish a research report.</p>
<b>Assessments</b>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: <b>Weekly Assessment</b> Know It, Show It Selection Quizzes Inquiry and Research Project  <b>Required:</b> Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task  <b>Required:</b> Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
<b>Week 1</b>		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]	<i>Read Aloud: Why Living Things Need Homes</i> <i>Big Book: What Am I? Where Am I?</i>	Weekly Assessment
<b>Week 2</b>		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]	<i>Read Aloud: Welcome Home, Bear</i> <i>Big Book: Black Bears</i>	Weekly Assessment
<b>Week 3</b>		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]	<i>Read Aloud: A Day and Night in the Desert</i> <i>Big Book: In the Tall, Tall Grass</i>	Weekly Assessment

**MSD of Pike Township Reading Curriculum Map - Kindergarten**

<b>Module 9</b>	<b><u>Foundations</u></b>	<b><u>Vocabulary</u></b>	<b><u>Reading</u></b>	<b><u>Language</u></b>	<b><u>Writing</u></b>
<b>Week 4</b>		Lessons 16-20	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]	Read Aloud: Red Knit Cap Girl to the Rescue Big Book: Polar Animals	

English Language Arts: Kindergarten

READING

*Guiding Principle: 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.
Phonological 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	<i>Standard begins at first grade.</i> 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. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RL.2.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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).

K.RL.3.2	With support, define the role of the author and illustrator of a story in telling the story. <i>Further guidance for support will be provided in the Literacy Framework.</i>
Synthesis and Connection of Ideas	
K.RL.4.1	With support, describe the relationship between illustrations and the story in which they appear. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RL.4.2	With support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Further guidance for support will be provided in the Literacy Framework.</i>

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 reading activities with purpose and understanding.
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). <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RN.2.2	With support, retell the main idea and key details of a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RN.2.3	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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).
<b>Fluency</b>	
<b>K.RF.5</b>	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

<b>Reading: Vocabulary</b>	
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.	
<b>Learning Outcome</b>	
<b>K.RV.1</b>	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.
<b>Vocabulary Building</b>	
<b>K.RV.2.1</b>	<i>Standard begins at first grade.</i> 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.
<b>K.RV.2.2</b>	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
<b>K.RV.2.3</b>	<i>Standard begins at sixth grade.</i> 6.RV.2.3: Distinguish among the connotations of words with similar denotations.
<b>K.RV.2.4</b>	Recognize frequently occurring inflections (e.g., look, looks).

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

<b>Speaking and Listening</b>	
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.	
<b>Learning Outcome</b>	
<b>K.SL.1</b>	Listen actively and communicate effectively with a variety of audiences and for different purposes.
<b>Discussion and Collaboration</b>	
<b>K.SL.2.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

<b>K.RN.3.3</b>	<i>Standard begins at second grade.</i> 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.
<b>Structural Elements and Organization</b>	
<b>K.RN.4.1</b>	With support, identify the reasons an author gives to support points in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>K.RN.4.2</b>	With support, identify basic similarities in and differences between two texts on the same topic. <i>Further guidance for support will be provided in the Literacy Framework.</i>
<b>K.RN.4.3</b>	<i>Standard begins at sixth grade</i> 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.*

<b>Writing</b>	
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.	
<b>Learning Outcome</b>	
<b>K.W.1</b>	Write for specific purposes and audiences.
<b>Handwriting</b>	
<b>K.W.2.1</b>	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
<b>K.W.2.2</b>	Write by moving from left to right and top to bottom.
<b>Writing Genres: Argumentative, Informative, and Narrative</b>	

<b>K.W.3.1</b>	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
<b>K.W.3.2</b>	Use words and pictures to develop a main idea and provide some information about a topic.
<b>K.W.3.3</b>	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
<b>The Writing Process</b>	
<b>K.W.4</b>	Apply the writing process to – <ul style="list-style-type: none"><li>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).</li><li>Use available technology to produce and publish writing.</li></ul>
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>	
<b>K.W.5</b>	With support, build understanding of a topic using various sources. <ul style="list-style-type: none"><li>Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</li></ul>
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>	
	Demonstrate command of English grammar and usage, focusing on:

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

<b>K.SL.2.4</b>	Ask questions to seek help, get information, or clarify something that is not understood.
<b>K.SL.2.5</b>	Continue a conversation through multiple exchanges.
<b>Comprehension</b>	
<b>K.SL.3.1</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>K.SL.3.2</b>	Ask appropriate questions about what a speaker says.
<b>Presentation of Knowledge and Ideas</b>	
<b>K.SL.4.1</b>	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.
<b>K.SL.4.2</b>	Standard begins in first grade. <i>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</i>
<b>K.SL.4.3</b>	Give, restate, and follow simple two-step directions.

<b>K.W.6.1</b>	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.
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	<i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.</i> K.W.6.1d Prepositions – Standard begins at fourth grade. <i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i> K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).
<b>K.W.6.2</b>	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**

*Guiding Principle: 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.*

<b>Media Literacy</b>	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
<b>Learning Outcome</b>	
<b>K.ML.1</b>	Recognize various types of media.
<b>Media Literacy</b>	
<b>K.ML.2.1</b>	Recognize common signs and logos and identify commercials or advertisements.
<b>K.ML.2.2</b>	Standard begins in fifth grade. <i>5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i>



READING

Guiding Principle: Students transition from "learning to read" to "reading to learn." Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several genres from a variety of time periods and cultures from around the world to build understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their own observations and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter connections, sentence structure, context, graphics).

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.

In Reading: Foundations, students are expected to do the following:

RN1: LEARNING OUTCOME FOR READING FOUNDATIONS					
Develop, build, and apply knowledge of foundational reading skills					
LEARNING OUTCOME	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
RN1.A.1. Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency appropriate for developing reading skills.	RN1.A.1. Develop an understanding of the five components of reading (print concepts, phonemic awareness, vocabulary, and fluency) and comprehension to build foundational reading skills.	RN1.A.2. Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, vocabulary, and fluency) and comprehension to build foundational reading skills.	RN1.A.3. Apply knowledge of reading skills to build reading comprehension.	RN1.A.4. Apply foundational reading skills to demonstrate reading fluency and comprehension.	RN1.A.5. Apply foundational reading skills to demonstrate reading fluency and comprehension.
RN2: PRINT CONCEPTS					
Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.					
PRINT CONCEPTS	RN2.A.1. Demonstrate understanding that print comes from left to right and from top to bottom.	RN2.A.2. Students are expected to build upon and continue applying concepts learned previously.	RN2.A.3. Students are expected to build upon and continue applying concepts learned previously.	RN2.A.4. Students are expected to build upon and continue applying concepts learned previously.	RN2.A.5. Students are expected to build upon and continue applying concepts learned previously.
RN2.B.1. Recognize that written words are made up of separate letters.	RN2.B.2. Students are expected to build upon and continue applying concepts learned previously.	RN2.B.3. Students are expected to build upon and continue applying concepts learned previously.	RN2.B.4. Students are expected to build upon and continue applying concepts learned previously.	RN2.B.5. Students are expected to build upon and continue applying concepts learned previously.	RN2.B.6. Students are expected to build upon and continue applying concepts learned previously.
RN2.C.1. Recognize that words are made up of separate letters and form sentences.	RN2.C.2. Students are expected to build upon and continue applying concepts learned previously.	RN2.C.3. Students are expected to build upon and continue applying concepts learned previously.	RN2.C.4. Students are expected to build upon and continue applying concepts learned previously.	RN2.C.5. Students are expected to build upon and continue applying concepts learned previously.	RN2.C.6. Students are expected to build upon and continue applying concepts learned previously.
RN2.D.1. Identify and apply appropriate (capital) and lowercase letters of the alphabet.	RN2.D.2. Learn and apply appropriate alphabetical order.	RN2.D.3. Students are expected to build upon and continue applying concepts learned previously.	RN2.D.4. Students are expected to build upon and continue applying concepts learned previously.	RN2.D.5. Students are expected to build upon and continue applying concepts learned previously.	RN2.D.6. Students are expected to build upon and continue applying concepts learned previously.
RN3: PHONOLOGICAL AWARENESS					
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds					
PHONOLOGICAL AWARENESS	RN3.A.1. Identify and produce rhyming words.	RN3.A.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.A.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.A.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.A.5. Students are expected to build upon and continue applying concepts learned previously.
RN3.B.1. Identify and produce words with syllables.	RN3.B.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.B.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.B.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.B.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.B.6. Students are expected to build upon and continue applying concepts learned previously.
RN3.C.1. Identify and produce words with onset (the first sound) and the rime (the rest of the sound) in words.	RN3.C.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.C.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.C.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.C.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.C.6. Students are expected to build upon and continue applying concepts learned previously.
RN3.D.1. Tell the onset and rime of words with two or three letters.	RN3.D.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.D.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.D.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.D.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.D.6. Students are expected to build upon and continue applying concepts learned previously.
RN3.E.1. Add, delete, and substitute sounds in words.	RN3.E.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.E.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.E.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.E.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.E.6. Students are expected to build upon and continue applying concepts learned previously.
RN3.F.1. Tell the onset and rime of words with two or three letters.	RN3.F.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.F.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.F.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.F.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.F.6. Students are expected to build upon and continue applying concepts learned previously.
RN3.G.1. Add, delete, and substitute sounds in words.	RN3.G.2. Students are expected to build upon and continue applying concepts learned previously.	RN3.G.3. Students are expected to build upon and continue applying concepts learned previously.	RN3.G.4. Students are expected to build upon and continue applying concepts learned previously.	RN3.G.5. Students are expected to build upon and continue applying concepts learned previously.	RN3.G.6. Students are expected to build upon and continue applying concepts learned previously.
RN4: PHONICS					
Decode and read words by applying phonics and word analysis skills					
PHONICS	RN4.A.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.A.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.A.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.A.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.A.5. Students are expected to build upon and continue applying concepts learned previously.
RN4.B.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.B.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.B.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.B.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.B.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.B.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.C.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.C.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.C.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.C.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.C.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.C.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.D.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.D.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.D.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.D.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.D.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.D.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.E.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.E.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.E.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.E.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.E.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.E.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.F.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.F.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.F.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.F.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.F.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.F.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.G.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.G.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.G.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.G.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.G.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.G.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.H.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.H.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.H.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.H.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.H.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.H.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.I.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.I.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.I.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.I.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.I.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.I.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.J.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.J.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.J.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.J.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.J.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.J.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.K.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.K.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.K.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.K.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.K.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.K.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.L.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.L.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.L.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.L.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.L.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.L.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.M.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.M.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.M.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.M.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.M.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.M.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.N.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.N.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.N.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.N.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.N.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.N.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.O.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.O.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.O.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.O.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.O.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.O.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.P.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.P.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.P.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.P.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.P.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.P.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.Q.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.Q.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.Q.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.Q.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.Q.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.Q.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.R.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.R.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.R.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.R.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.R.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.R.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.S.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.S.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.S.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.S.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.S.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.S.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.T.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.T.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.T.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.T.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.T.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.T.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.U.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.U.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.U.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.U.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.U.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.U.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.V.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.V.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.V.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.V.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.V.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.V.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.W.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.W.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.W.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.W.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.W.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.W.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.X.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.X.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.X.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.X.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.X.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.X.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.Y.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.Y.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.Y.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.Y.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.Y.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.Y.6. Students are expected to build upon and continue applying concepts learned previously.
RN4.Z.1. Use letter-sound correspondences to identify the sound of each consonant (e.g., c, g, p, j, m, n, r, s, t, v, x, y, z).	RN4.Z.2. Students are expected to build upon and continue applying concepts learned previously.	RN4.Z.3. Students are expected to build upon and continue applying concepts learned previously.	RN4.Z.4. Students are expected to build upon and continue applying concepts learned previously.	RN4.Z.5. Students are expected to build upon and continue applying concepts learned previously.	RN4.Z.6. Students are expected to build upon and continue applying concepts learned previously.



[illegible]



[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 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.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 = /d/ /g/; soap = /s/ /p/).

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 = /d/ /g/; soap = /s/ /p/).

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 = /d/ /g/; soap = /s/ /p/).

[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 = /d/ /g/; soap = /s/ /p/).

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 = /d/ /g/; soap = /s/ /p/).

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."

[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 = /d/ /g/; soap = /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."