Kindergarten Reading and Writing
Units of Instruction
2022-2023

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Launch Unit: Guided Reading/Writing 29 Days	UNIT 1: Letters 14 Days	UNIT 2: Rhyming 21 Days	UNIT 3: Syllables 22 Days	UNIT 4: Making Words 14 Days	UNIT 5: Making and Reading Words 29 Days	UNIT 6: Making Sense of Text 43 Days
Prioritized Standards for 21-22 **RF.K.1a,b,c** **RL.K.1** ● RL.K.5 ● RL.K.7 **RI.K.1** ● RI.K.5 ● RI.K.7 ● C.K.3 ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.1d** **RF.K.2a,b** **RF.K.3a,c** ● RL.K.6 ● RI.K.3 ● RI.K.6 ● C.K.3 ● C.K.5 ● L.K.1 ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.1d** **RF.K.2a,b** **RF.K.3a,c** **RL.K.1** ● RL.K.2 ● RL.K.3 **RL.K.4** ● RL.K.9 ● RI.K.3 **C.K.3** **L.K.2** ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.2a,b,c,d** **RF.K.3a,c** **RI.K.1** **RI.K.4** ● RI.K.2 ● RI.K.3 ● RI.K.6 ● C.K.2 **L.K.2** ● L.K.4 ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.2d,e** **RF.K.3** ● RL.K.5 ● RL.K.7 **RI.K.1** **RI.K.4** ● RI.K.5 ● RI.K.7 ● RI.K.8 **C.K.2** ● C.K.4 **L.K.2** ● L.K.1 ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.2d,e** **RF.K.3b,c,d** **RL.K.1** ● RL.K.2 **RI.K.1** ● RI.K.2 ● RI.K.9 ● C.K.1 ● C.K.6 ● K.L.1 **L.K.2** ● HW.K.1	**Prioritized Standards for 21-22** **RF.K.3** ● RF.K.4 **RL.K.1** ● RL.K.10 **RI.K.1** ● RI.K.10 **C.K.1** ● C.K.5 **L.K.2** ● L.K.5 ● HW.K.1

Grade K Reading and Writing

Prioritized Standards and

Instructional-Launching Workshop and Guided Reading 1

K Grade Reading and Writing
Launch Unit: Guided Reading/ Writing

**This unit is designed to...

**_Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students._

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.K.1 a, b, c		Priority Standard
Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print.		
RL.K.1	RL.1.1	**Priority Standard**
With prompting and support, _ask and answer explicit questions_ about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

		Supporting Standard
RL.K.5	RL.1.5	
Recognize common STRUCTURES OF POEMS, STORIES AND DRAMAS.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	

		Supporting Standard
RL.K.7	RL.1.7	
With prompting and support, *describe the relationship between* ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.	Use a story's illustrations and details to describe its characters, setting and events.	

		Priority Standard
RI.K.1	RI.1.1	
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

		Supporting Standard
RI.K.5	RI.1.5	
Identify the FRONT COVER, BACK COVER AND TITLE PAGE *of a book.*	Know and use various text features, including but not limited to headings, tables of contents,	

	glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	

RI.K.7	RI.1.7
With prompting and support, *describe the relationship* between VISUALS AND THE TEXT.	Use the visuals and details in a text to describe its key ideas.

C.K.3	C.1.3
Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas,* **using effective technique, descriptive details and clear sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.* *b. Recount a single event.* *c. Include details which describe actions, thoughts, emotions.* **d. Create a sense of closure.** e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing*	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure.

	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Supporting Standard
HW.K.1	HW.1.1	
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	

Grade K Reading and Writing

Priority Standards and

Instructional Unit 1

K Grade Reading and Writing
Unit 1: Letters

**This unit is designed to…	

**Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.*

Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.K.1d Demonstrate understanding of the organization and basic features of print to aid in comprehension. d. Recognize and name all upper- and lowercase letters of the alphabet.	**Priority Standard**
RF.K.2 a, b Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words.	**Priority Standard**
RF.K.3 a,c Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Read common high-frequency words by sight.	**Priority Standard**

		Supporting Standard
RL.K.6	RL.1.6	
With prompting and support, *identify* THE AUTHOR AND ILLUSTRATOR OF A STORY, *and explain how each tells the story.*	With prompting and support, identify who is telling the story at various points in a text.	

		Supporting Standard **Revised for 2022-23**
RI.K.3	RI.1.3	
With prompting and support, *identify the* INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *presented over the course of a text.*	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	

		Supporting Standard
RI.K.6	RI.1.6	
With prompting and support, identify THE AUTHOR AND ILLUSTRATOR OF A TEXT and *define* THE ROLE OF EACH *in presenting the ideas or information in a text.*	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	

		Supporting Standard **Revised for 2022-23**
C.K.3	C.1.3	
Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas,* **using effective technique,**	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique,	

		Supporting Standard
descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.* *b. Recount a single event.* *c. Include details which describe actions, thoughts, emotions.* **d. Create a sense of closure.** e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing*	descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	
C.K.5	C.1.5	
Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic **and an opinion**. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Provide reasons with details to support the**	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support	

		Supporting Standard
opinion. *d. Use grade-appropriate* TRANSITIONS. **e. Provide a concluding idea.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**	from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

L.K.1	L.1.1	
When writing or speaking, *demonstrate appropriate use* of: a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	Supporting Standard

HW.K.1	HW.1.1	
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	Supporting Standard

Grade K Reading and Writing

Priority Standards and Instructional Unit 2

K Grade Reading and Writing
Unit 2: Rhyming

**This unit is designed to...	

Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.K.1d Demonstrate understanding of the organization and basic features of print to aid in comprehension. d. Recognize and name all upper- and lowercase letters of the alphabet.	**Priority Standard**
RF.K.2 a, b Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words.	**Priority Standard**
RF.K3a,c Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Read common high-frequency words by sight.	**Priority Standard**

		Priority Standard
RL.K.1	RL.1.1	
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	
RL.K.2	RL.1.2	Supporting Standard
With prompting and support, orally *recognize key details from a summary* to demonstrate **understanding of the** LESSON LEARNED **in the story.**	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.	
RL.K.3	RL.1.3	Supporting Standard
With prompting and support, *identify* CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY in order to **make meaning of the** *story development.*	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	

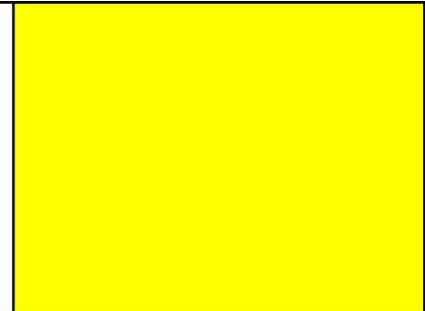|		**Priority Standard**
RL.K.4	RL.1.4	
With prompting and support, *identify words and phrases* in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	
RL.K.9	RL.1.9	Supporting Standard **Revised for 2022-23**
With prompting and support, **compare/contrast** *the adventures and experiences* of CHARACTERS in stories.	Compare/contrast the adventures and experiences of characters in stories.	
RI.K.3	RI.1.3	Supporting Standard **Revised for 2022-23**
With prompting and support, *identify the* INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *presented over the course of a text.*	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	

C.K.3	C.1.3	
Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas,* **using effective technique, descriptive details and clear sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.* *b. Recount a single event.* *c. Include details which describe actions, thoughts, emotions.* **d. Create a sense of closure.** e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing*	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	
L.K.2	L.1.2	
When writing: a. Capitalize THE FIRST WORD IN A SENTENCE AND THE PRONOUN I. b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write	

d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

HW.K.1	HW.1.1	Supporting Standard
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	

Grade K Reading and Writing

Priority Standards and Instructional Unit 3

K Grade Reading and Writing

Unit 3: Syllables

**This unit is designed to...	

**Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.*

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.K.2 a, b, c, d Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.	**Priority Standard**
RF.K.3 a, c Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Read common high-frequency words by sight.	**Priority Standard**

		Priority Standard
RI.K.1	RI.1.1	
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

	Supporting Standard

RI.K.2	RI.1.2
With prompting and support, orally *recognize KEY DETAILS from a summary* **to demonstrate understanding of the** CENTRAL IDEA of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

	Supporting Standard

RI.K.3	RI.1.3
With prompting and support, *identify the* INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *presented over the course of a text.*	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

	Priority Standard

RI.K.4	RI.1.4
With prompting and support, *ask and answer questions about UNKNOWN WORDS in a text.*	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

RI.K.6	RI.1.6
With prompting and support, identify THE AUTHOR AND ILLUSTRATOR OF A TEXT and *define* THE ROLE OF EACH *in presenting the ideas or information in a text.*	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Supporting Standard

C.K.2	C.1.2
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to establish a topic and provide information about the topic.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Supply** *information* **with detail to develop the topic.** *d. Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences.* *e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs.* **f. Provide a concluding section.** g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

L.K.2	L.1.2
When writing: a. Capitalize THE FIRST WORD IN A SENTENCE AND THE PRONOUN I. b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Supporting Standard

L.K.4	L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. *a. Identify* HOMOPHONES. *b. Identify* COMMON AFFIXES *and how they change the meaning of a word.* **c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts**.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

HW.K.1	HW.1.1	Supporting Standard
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	

Grade K Reading and Writing

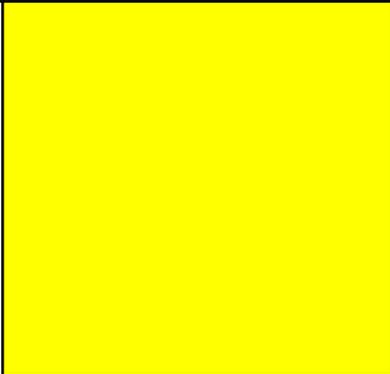## Priority Standards and Instructional Unit 4

K Grade Reading and Writing

Unit 4: Making Words

**This unit is designed to...	

Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality	
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	

RF.K.2.d,e Demonstrate understanding of spoken words, syllables and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Priority Standard**
RF.K.3 a, b, c, d Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Priority Standard**
<table><tr><th>RI.K.1</th><th>RI.1.1</th></tr><tr><td>With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**</td><td>With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.</td></tr></table>	**Priority Standard Revised for 2022-23**

RI.K.4	RI.1.4	
With prompting and support, *ask and answer questions about UNKNOWN WORDS in a text.*	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	

		Supporting Standard
RL.K.5	RL.1.5	
Recognize common STRUCTURES OF POEMS, STORIES AND DRAMAS.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	

		Supporting Standard
RL.K.7	RL.1.7	
With prompting and support, *describe the relationship between* ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.	Use a story's illustrations and details to describe its characters, setting and events.	

		Supporting Standard
RI.K.5	RI.1.5	
Identify the FRONT COVER, BACK COVER AND TITLE PAGE *of a book.*	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	

		Supporting Standard
RI.K.7	RI.1.7	
With prompting and support, *describe the relationship between* VISUALS AND THE TEXT.	Use the visuals and details in a text to describe its key ideas.	

		Supporting Standard
RI.K.8	RI.1.8	
With prompting and support, *identify the* CLAIM *and the* REASONS *an author gives* to support CLAIMS in a text.	Identify the claim and the reasons an author gives to support the claim in a text.	

		Priority Standard Revised for 2023-24
C.K.2	C.1.2	
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to establish a topic and provide information about the topic.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Supply** *information* **with detail to develop the**	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic.	

topic. *d. Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences.* *e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs.* **f. Provide a concluding section.** g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing	

C.K.4	C.1.4	Supporting Standard **Revised for 2023-24**
With guidance and support from adults, *explore a* VARIETY OF DIGITAL RESOURCES to **create and publish products, including in collaboration with peers.**	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	

L.K.1	L.1.1	Supporting Standard
When writing or speaking, *demonstrate appropriate use* of: a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence.	

	f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	

L.K.2	L.1.2
When writing: a. Capitalize THE FIRST WORD IN A SENTENCE AND THE PRONOUN I. b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Supporting Standard

HW.K.1	HW.1.1
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.

Grade K Reading and Writing

Priority Standards and Instructional Unit 5

K Grade Reading and Writing
Unit 5: Making and Reading Words

**This unit is designed to...	

**Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.K.2d,e Demonstrate understanding of spoken words, syllables and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Priority Standard**
RF.K.3b,c,d Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Priority Standard**
	Priority Standard

RL.K.1	**RL.1.1**
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

		Supporting Standard
RL.K.2	RL.1.2	
With prompting and support, orally *recognize key details from a summary* **to demonstrate understanding of the** LESSON LEARNED **in the story.**	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.	

		Priority Standard
RI.K1	RI.1.1	
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

		Supporting Standard
RI.K.2	RI.1.2	
With prompting and support, orally *recognize KEY DETAILS from a summary* **to demonstrate understanding of the** CENTRAL IDEA **of a text.**	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	

		Supporting Standard
RI.K.9	RI.1.9	
With prompting and support, *identify information* from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.	Identify information from two or more texts on similar themes or topics.	

		Supporting Standard **Revised for 2023-24**
C.K.1	C.1.1	
Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic **and an opinion**. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, s**trengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Provide reasons with details to support the opinion.** *d. Use grade-appropriate* TRANSITIONS. **e. Provide a concluding idea.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and *editing.***	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.K.6	C.1.6	Supporting Standard **Revised for 2022-23**
With guidance and support, *collect information from real-world experiences or provided sources* **to answer or generate questions.**	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	

L.K.1	L.1.1	Supporting Standard
When writing or speaking, *demonstrate appropriate use* of: a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	

L.K.2	L.K.1	**Priority Standard**
When writing or speaking, *demonstrate appropriate use* of: a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence.	

c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES.	d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	

HW.K.1	HW.1.1
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.
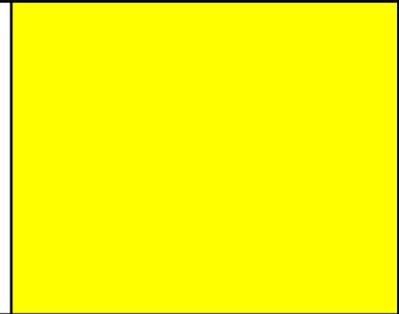
Grade K Reading and Writing

Priority Standards and
Instructional Unit 6

K Grade Reading and Writing

Unit 6: Making Sense of Text

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Priority Standard**
RF.K.4 Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.	Supporting Standard
	Priority Standard

RL.K.1	RL.1.1
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct

construct meaning from the text.	meaning from the text.	

		Supporting Standard
RL.K.10	RL.1.10	
With prompting and support, **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to make sense** of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	

		Priority Standard
RI.K.1	RI.1.1	
With prompting and support, *ask and answer explicit questions* about KEY IDEAS AND DETAILS, and **make and support logical inferences to construct meaning from the text.**	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

		Supporting Standard
RI.K.10	RI.1.10	
With prompting and support, **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to make**	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make	

sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.	sense of grade-level appropriate, complex literary texts.	

C.K.1	C.1.1	**Priority Standard Revised for 2023-24**
Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic **and an opinion**. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Provide reasons with details to support the opinion.** *d. Use grade-appropriate* TRANSITIONS. **e. Provide a concluding idea.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and *editing.***	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.K.5	C.1.5	Supporting Standard **Revised for 2023-24**
With guidance and support, **participate in shared** RESEARCH **and writing projects.**	With guidance and support, participate in shared research and writing projects.	

L.K.2	L.1.2
When writing: a. Capitalize THE FIRST WORD IN A SENTENCE AND THE PRONOUN I. b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.K.5	L.K.5
With guidance and support from adults, explore **word relationships and nuances in word meanings.** **a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.** **b. Demonstrate an understanding of** VERBS AND ADJECTIVES **and their ANTONYMS.** **c. Demonstrate an understanding of** VERBS AND ADJECTIVES **and their** SYNONYMS.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

HW.K.1	HW.1.1	Supporting Standard
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	