

KINDERGARTEN ELA CURRICULUM GUIDE

Beginning Fall 2021



LORI SANDGREN
CURRICULUM DIRECTOR

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This ELA Curriculum Guide is prepared to assist with implementation of the Florida BEST Standards. Appendices and resources pertinent to this grade level are included from the original document prepared by the Florida Department of Education. To see the original document in its entirety, go to [FLA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS \(fldoe.org\)](https://fldoe.org/standards/english-language-arts/) or check the document given to you in training. You may also view your course description on CPALMS.

General Notes (from State Course Description)

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

State Requirements

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the [Kindergarten Sample Book List \(Appendix A\)](#) should be used in instruction. (District Note: Texts are referenced at point of use in this document and in Appendix A.).

District Expectations

1. Teachers will utilize this Curriculum Guide as the foundational document for planning.
2. Teachers will adhere to the components of STANDARDS-BASED INSTRUCTION when planning and delivering instruction.
3. The following district-adopted instructional materials will serve as the foundational tools for delivery of instruction:
 - a. Harcourt Journeys
 - b. READY for ELA
 - c. SIPPS, Beginning Level
 - d. Expanding Expressions for Oral Language
 - e. Trade books provided by the district for ELA and Civics – These are from the state-required list for the BEST Standards.
4. Legible penmanship will be taught and reinforced throughout the year. Manuscript writing is introduced in kindergarten. The Zaner-Bloser one stroke method is used for instruction.
5. Assigned student work, whether in class or for homework, must have a standards-based purpose that can be articulated by the teacher. Can you answer the question: “How will this assignment help the student move closer to mastery of or fluency with the standard requirement?”
6. Any assigned homework must be respectful (aligned to the developmental level of the student and worthy, in terms of potential learning, of the time allotted) and standards based.
7. Grades must reflect student accomplishment of the on-grade-level standards and learning targets.
8. Teachers are expected to integrate Science, Social Studies, and Health standards as they teach ELA to ensure full coverage of the state curriculum.

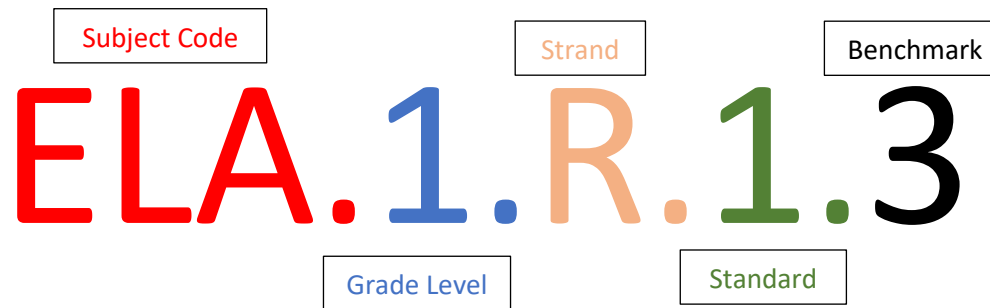
Organization of the Standards

The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

- **Foundations** The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers. Additional resources related to the Foundations standards are in Appendix B of this document (See Appendix E in the original document).
- **Reading** The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together. See Text Complexity (Appendix B in this document).
- **Communication** The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating. Additional resources related to the Communication standards are in Appendix C of this document.
- **Vocabulary** The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text. Additional resources related to the Vocabulary standards are in Appendix D.

Coding Scheme

The coding scheme of BEST matches the coding scheme for all other subjects in your curriculum.



ELA Expectations K – 5

In the past, the following expectations were explicit within specific standards. In the BEST Standards, these expectations govern ALL ELA instruction. The FLDOE calls them ‘umbrella skills’ under which all instruction occurs, and as such, they are interwoven into all of the standards and benchmarks. They define the way of work as we teach English Language Arts. The expectations extend through grade 12, but only the clarifications for grades K – 5 are included here.

Expectation	Clarification
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	See Text Complexity for grade-level complexity bands and a text complexity rubric. This is included as Appendix B in this document.
ELA.K12.EE.3.1 Make inferences to support comprehension	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	<p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think because .” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	In kindergarten and 1st grade , students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond , students practice appropriate social and academic language to discuss texts.

Standards Map

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

Kindergarten ELA

Instruction at this grade level should be characterized by a focus on explicit and systematic approaches to teaching oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Foundational Skills

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.K.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Print Concepts</i></p> <p>ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</p> <p>a. Locate a printed word on a page.</p> <p>b. Distinguish letters from words within sentences.</p> <p>c. Match print to speech to demonstrate that language is represented by print.</p> <p>d. Identify parts of a book (front cover, back cover, title page).</p> <p>e. Move top to bottom and left to right on the printed page, returning to the beginning of the next line.</p> <p>f. Identify all upper- and lowercase letters of the alphabet.</p> <p>g. Recognize that print conveys specific meaning and pictures may support meaning.</p> <p>Benchmark Clarifications: Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: How does print on a page work?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can locate a printed word on a page. I can tell the difference between letters and words in a sentence. I can point to a word on a page when it is spoken because I know language is represented by print. I can identify the front cover, back cover, and title page of a book. I can follow print on a page: top to bottom, left to right, and returning to the beginning of the next line. I can identify all upper- and lowercase letters of the alphabet. I can recognize that print has meaning, and pictures may support the meaning. 	<p>Print</p> <p>Page</p> <p>Speech</p> <p>Book</p> <p>Front Cover</p> <p>Back Cover</p> <p>Title Page</p> <p>Top</p> <p>Bottom</p> <p>Left</p> <p>Right</p> <p>Beginning</p> <p>Line</p> <p>Uppercase</p> <p>Lowercase</p> <p>Letter</p> <p>Picture</p> <p>Illustration</p> <p>Cross-Curricular Connection Print-concept skills are easily integrated and reinforced in daily interaction with ALL texts. Remember to address these as you use texts in Social Studies, Science, and other content areas.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> Morning Message is an effective way to model print concepts for students. Big Books that are part of the district-adopted text resources. SIPPS Beginning – mastery of letters and sounds of the alphabet. This resource is required for instruction beginning in January of each school year. 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED LA.K.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Phonological Awareness</i></p> <p>ELA.K.F.1.2: Demonstrate phonological awareness.</p> <p>a. Blend and segment syllables in spoken words.</p> <p>b. Identify and produce alliterative and rhyming words.</p> <p>c. Blend and segment onset and rimes of single-syllable words.</p> <p>d. Identify the initial, medial, and final sound of spoken words.</p> <p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</p> <p>f. Segment and blend phonemes in single-syllable spoken words.</p> <p>Benchmark Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i> <i>Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What kinds of sounds do I hear in words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can blend syllables to make a word. • I can take apart syllables in a word. • I can identify when I hear words that begin the same way. • I can say words that begin the same way. • I can identify rhyming words. • I can say a word that rhymes with one I am given. • I can blend to make words in a word family. (Ex. r – ap, c-ap) • I can take apart words in a word family. • I can identify the beginning sound of a spoken word. • I can identify the middle sound of a spoken word. • I can identify the end sound of a spoken word. • I can add a sound at the beginning or end of a spoken word to make a new word. • I can take away a sound at the beginning or end of a spoken word to make a new word. • I can make the individual sounds of a spoken word. • I can blend sounds to make a word. 	<p>Blend</p> <p>Syllable</p> <p>Word</p> <p>Rhyming</p> <p>Word family</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Sound</p> <p>Individual</p> <p>Cross-Curricular Connection Phonological awareness can be reinforced as you introduce content-area vocabulary. <i>Example: “Today we will read about FROGS. What sound do you hear when I say the word ‘FROGS’? How many sounds do you hear in the word ‘FROGS’?”</i></p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • SIPPS Beginning – provides activities to build phonemic awareness. This resource is required for instruction beginning in January of each school year. 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED LA.K.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Phonics and Word Analysis</i></p> <p>ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <p>a. Demonstrate knowledge of the most frequent sound for each consonant.</p> <p>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</p> <p>c. Decode consonant-vowel-consonant (CVC) words.</p> <p>d. Encode consonant-vowel-consonant (CVC) words.</p> <p>Benchmark Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p>Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. (<i>Wakulla County Schools use the high frequency word list from SIPPS Beginning Level. These words have been checked against the Dolch and Fry word lists to ensure completeness of the list.</i>)</p> <p>Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question:</p> <p>How can knowing the sounds of letters help me learn to read?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can say the sound for each consonant in the alphabet. • I can say the sounds for the vowels in the alphabet. • I know the difference between a vowel's long sound and its short sound. • I can blend three-letter short vowel words. • I can tell the letters I hear in a three-letter short vowel word. • I can read many words fluently. 	<p>Consonant</p> <p>Vowel</p> <p>Long Sound</p> <p>Short Sound</p> <p>Alphabet</p> <p>Blend</p> <p>Fluently</p> <p>Cross-Curricular Connection</p> <p>Phonics skills may be reinforced as you work with content-area texts. <i>Example: "Let's write a message about what we learned today. What was the topic of the book we read? The teacher writes – Today, we read a book about _____. What is the first letter in the word _____? What is the next sound you hear? What letter?"</i></p> <p><i>In this way students are connecting their ELA learning to their content areas.</i></p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • SIPPS Beginning – provides activities to build phonemic awareness. This resource is required for instruction beginning in January of each school year. • High Frequency Word List – Appendix E 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED LA.K.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Fluency</i> ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.</p> <p>Benchmark Clarifications: Clarification 1: See Dolch and Fry word lists (<i>Wakulla County Schools use the high frequency word list from SIPPS Beginning Level. These words have been checked against the Dolch and Fry word lists to ensure completeness of the list. See Appendix E.</i>). Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: How can I learn to read words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can read many words fluently. 	<p>Fluently Appropriate Listening Discussion</p> <p>Cross-Curricular Connection Students can recognize their high-frequency words as they participate in reading content-area text or shared writing about the content-area topic.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> SIPPS Beginning – provides activities to build phonemic awareness. This resource is required for instruction beginning in January of each school year. High Frequency Word List – Appendix E 		

Reading

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.K.R.1 Reading Prose and Poetry		
<p><i>Literary Elements</i></p> <p>ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.</p> <p>Benchmark Clarifications: Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. Clarification 3: Descriptions can be oral, either in response to a question or through discussion.</p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: What makes a story a story?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can identify the main characters in a story. I can describe the main characters in a story with details from the text. I can identify the setting of a story. I can identify the important events in a story. 	<p>Main character Describe Detail Text Setting Story Important Event</p> <p>Cross-Curricular Connection Teachers can use content-area texts that tell stories to reinforce Literary Elements. Example: The Carrot Seed is a story that may be connected to learning about the senses. “What senses did the boy use as he cared for his seed?” (SC.K.N.1.2) The teacher would still use the words “main character, setting, important events.” In addition, a story plot line may be seen as a type of timeline. Timelines are discussed in Social Studies (SS.K.A.1.1).</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> READY ELA Sample Texts: <ul style="list-style-type: none"> <i>A Mother for Choco</i> by Keiko Kasza <i>Corduroy</i> by Don Freeman <i>Curious George</i> by H. A. Rey <i>Red is Best</i> by Kathy Stinson <i>Swimmy</i> by Leo Lionni <i>The Bald Eagle</i> by Norman Pearl <i>The Carrot Seed</i> by Ruth Krauss and Crockett Johnson <i>Two Ways to Count to Ten: A Liberian Folktale</i> by Ruby Dee <i>Where the Wild Things Are</i> by Maurice Sendak 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.1 Reading Prose and Poetry		
<p><i>Perspective and Point of View</i></p> <p>ELA.K.R.1.3: Explain the roles of author and illustrator of a story.</p> <p>Benchmark Clarifications: Clarification 1: Students will explain that the author writes the words, and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles. Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: How is a story made?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can explain the role of the author of a story. • I can explain the role of the illustrator of a story. • I can talk about how the author and illustrator help make meaning in a story. 	<p>Author Illustrator Meaning Story Role Explain</p> <hr/> <p>Cross-Curricular Connection The author and illustrator must always be acknowledged when reading a text, regardless of the content area.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>A Mother for Choco</i> by Keiko Kasza ○ <i>Corduroy</i> by Don Freeman ○ <i>Brown Bear, Brown Bear</i> by Bill Martin Jr. ○ <i>Hop on Pop</i> by Dr. Suess ○ <i>Curious George</i> by H. A. Rey ○ <i>Swimmy</i> by Leo Lionni ○ <i>The Bald Eagle</i> by Norman Pearl ○ <i>The Carrot Seed</i> by Ruth Krauss and Crockett Johnson ○ <i>Two Ways to Count to Ten: A Liberian Folktale</i> by Ruby Dee ○ <i>Where the Wild Things Are</i> by Maurice Sendak 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.1 Reading Prose and Poetry		
<i>Poetry</i> ELA.K.R.1.4: Identify rhyme in a poem. Benchmark Clarifications: Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. Clarification 2: Students will also note where the rhyme is coming, e.g., at the end of a line. ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i>	Essential Question: How is a poem different from a story? Learning Targets: <ul style="list-style-type: none"> • I can identify the rhyming words in a poem. • I can identify where the rhyme is in a poem. 	Poem Rhyme/Rhyming Cross-Curricular Connection Look for rhyming words as you study the different content areas. Some content-area texts at this level are rhyming books. <i>Example: "Jack and Jill" may be used in connection with instruction on the Law of Gravity (SC.K.E.5.1)</i>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>"At the Seaside"</i> by Robert Louis Stevenson ○ <i>"The Clock"</i> - a Mother Goose poem ○ <i>Brown Bear, Brown Bear</i> by Bill Martin Jr. ○ <i>Chicka Boom</i> by Bill Martin, Jr. and John Archambault ○ <i>Hop on Pop</i> by Dr. Suess ○ <i>Now We Are Six</i> by A.A. Milne ○ <i>Rumble in the Jungle</i> by Giles Andreae ○ <i>We Have a Little Garden</i> by Beatrix Potter 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.2 Reading Informational Text		
<i>Structure</i> ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts. Benchmark Clarifications: Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark. ELA Expectation: <i>ELA.K12.EE.3.1 Make inferences to support comprehension. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page.</i>	Essential Question: How does an author help us understand the text? Learning Targets: <ul style="list-style-type: none"> I can use titles, headings, and illustrations to predict and confirm what a text is about. 	Title Heading Illustration Text Predict Confirm Cross-Curricular Connection Informational texts used when teaching content areas are great resources for teaching this skill.
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> READY ELA Sample Texts: <ul style="list-style-type: none"> <i>I Am Jackie Robinson</i> by Brad Meltzer <i>Mission to Space</i> by John Herrington <i>On a Farm</i> by Alexa Andrews <i>The Bald Eagle</i> by Norman Pearl <i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle <i>The Very First Americans</i> by Cara Ashrose <i>Wandering Whale Sharks</i> by Susumu Shingu Civics Book List for Kindergarten – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED		
LA.K.R.2 Reading Informational Text		
<p><i>Central Idea</i></p> <p>ELA.K.R.2.2: Identify the topic of and multiple details in a text.</p> <p>Benchmark Clarifications: Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. <i>For example, the main topic of the book <u>Why Should I Recycle?</u> is recycling.</i></p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: How do details help me understand what a text is mainly about?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can identify details in a text.• I can identify the topic of a text.	<p>Topic Detail Identify</p> <p>Cross-Curricular Connection This is a skill that is reinforced whenever sharing a text (picture, book, poem, graphic, etc.) with students.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">• READY ELA• Sample Texts (repeated from LA.K.R.2.1):<ul style="list-style-type: none">○ <i>I Am Jackie Robinson</i> by Brad Meltzer○ <i>Mission to Space</i> by John Herrington○ <i>On a Farm</i> by Alexa Andrews○ <i>The Bald Eagle</i> by Norman Pearl○ <i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle○ <i>The Very First Americans</i> by Cara Ashrose○ <i>Wandering Whale Sharks</i> by Susumu Shingu• Civics Book List for Kindergarten – Appendix B		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)									
READING CONTINUED LA.K.R.2 Reading Informational Text											
<p><i>Argument</i></p> <p>ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.</p> <p>Benchmark Clarifications: Clarification 1: Students will explain which statements are fact and which are opinion within a text. Clarification 2: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. <i>Example: “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.</i></p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: Why is it important to know the difference between a fact and an opinion?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can explain what an opinion is. • I can explain what a fact is. • I can explain the difference between a fact and an opinion in a text. 	<p>Fact Opinion Difference Statement</p> <p>Cross-Curricular Connection</p> <p>This is a skill that is reinforced whenever teaching content-area material to students.</p> <table border="1"> <tr> <th>K</th><th>W</th><th>L</th></tr> <tr> <td>What I Know</td><td>What I Want to Know</td><td>What I Learned</td></tr> <tr> <td></td><td></td><td></td></tr> </table>	K	W	L	What I Know	What I Want to Know	What I Learned			
K	W	L									
What I Know	What I Want to Know	What I Learned									
ALIGNED RESOURCES/ACTIVITIES		Assessment									
<ul style="list-style-type: none"> • READY ELA • Sample Texts (repeated from LA.K.R.2.1): <ul style="list-style-type: none"> ○ <i>I Am Jackie Robinson</i> by Brad Meltzer ○ <i>Mission to Space</i> by John Herrington ○ <i>The Bald Eagle</i> by Norman Pearl ○ <i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle ○ <i>The Very First Americans</i> by Cara Ashrose ○ <i>Wandering Whale Sharks</i> by Susumu Shingu • Civics Book List for Kindergarten – Appendix B 											

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.3 Reading Across Genre		
<i>Interpreting Figurative Language</i> ELA.K.R.3.1: Identify and explain descriptive words in text(s). Benchmark Clarifications: Clarification 1: Students will explain examples of descriptive words in text and how they add meaning. Clarification 2: Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text. ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i>	Essential Question: How do descriptive words add meaning to text? Learning Targets: <ul style="list-style-type: none"> I can identify descriptive words in text. I can explain descriptive words in text. 	Identify Explain Descriptive Example Adjective Meaning Cross Curricular Connection Reinforced in content-area texts. <i>Example: “How did the author describe the Moon?”</i> <i>SC.K.E.5.4</i>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> READY ELA Sample Texts: <ul style="list-style-type: none"> <i>“The Clock”</i> - a Mother Goose poem <i>Brown Bear, Brown Bear</i> by Bill Martin <i>Curious George</i> by H.A. Rey <i>Swimmy</i> by Leo Lionni <i>The Bald Eagle</i> by Norman Pearl <i>Two Ways to Count to Ten: A Liberian Folktale</i> by Ruby Dee <i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle <i>The Very First Americans</i> by Cara Ashrose <i>Wandering Whale Sharks</i> by Susumu Shingu <i>We Have a Little Garden</i> by Beatrix Potter Civics Book List for Kindergarten – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.3 Reading Across Genre		
<p><i>Paraphrasing and Summarizing</i></p> <p>ELA.K.R.3.2: Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.</p> <p>Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: How can retelling a text help me understand it better?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can retell a story orally, including main character(s), setting, and important events. • I can retell an informational text orally, including the topic and details. 	<p>Text Oral, orally Main character Setting Event Topic Detail Story Informational text</p> <p>Cross Curricular Connection Have students retell information learned in content-area instruction. SS.K.A.2.4 – Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>All sample texts apply to this standard. Appendix A</i> • Civics Book List for Kindergarten – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.K.R.3 Reading Across Genre		
<i>Comparative Reading</i> ELA.K.R.3.3: Compare and contrast characters' experiences in stories. Benchmark Clarifications: Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors. ELA Expectation: <i>ELA.K12.EE.3.1 Make inferences to support comprehension. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.</i>	Essential Question: How are characters in different stories the same and different? Learning Targets: <ul style="list-style-type: none"> I can tell how a character in one story is like a character in another story. I can tell how a character in one story is different from a character in another story. 	Character Alike Compare Different Contrast Events Feelings Behaviors Experiences Cross Curricular Connection While this standard leans more toward literary text, it can also apply to biographies and science text. The emphasis is on the compare and contrast. Example: <i>SS.K.A.2.2 -Comparing holidays across cultures.</i>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> READY ELA Sample Texts: <ul style="list-style-type: none"> <i>A Mother for Coco</i> by Keiko Kasza <i>Corduroy</i> by Don Freeman <i>Curious George</i> by H. A. Rey <i>Red is Best</i> by Kathy Stinson <i>Swimmy</i> by Leo Lionni <i>The Carrot Seed</i> by Ruth Krauss and Crockett Johnson <i>The Bald Eagle</i> by Norman Pearl <i>Two Ways to Count to Ten: A Liberian Folktale</i> by Ruby Dee <i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle <i>The Very First Americans</i> by Cara Ashrose <i>We Have a Little Garden</i> by Beatrix Potter <i>Where the Wild Things Are</i> by Maurice Sendak Civics Book List for Kindergarten – Appendix B 		

Communications

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.K.C.1 Communicating Through Writing		
<p><i>Handwriting</i></p> <p>ELA.K.C.1.1: Print many upper- and lowercase letters.</p> <p>Benchmark Clarifications: Clarification 1: Students should attend to spacing between letters. Clarification 2: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: What is writing used for?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can print uppercase letters.• I can print lowercase letters.• I can space my letters well.	<p>Write Print Uppercase Lowercase Letter Vowel Consonant</p>
		<p>Cross Curricular Connection Students practice this skill as they write and participate in shared writing about content-area topics.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">• Zaner-Bloser Manuscript Handwriting, One Stroke• Appendix F		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.1 Communicating Through Writing		
<i>Narrative Writing</i> ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. Benchmark Clarifications: Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: See <i>Writing Types</i> in Appendix C ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i>	Essential Question: How can I write a story? Learning Targets: <ul style="list-style-type: none"> • I can tell a story. • I can write a story with pictures and words. • I can put the events of my story in order. 	Write Story Narrative Order Cross Curricular Connection Write about the science, social studies, and health topics you are learning. SS.K.A.3.1 – words and phrases related to chronology and time.
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • READY ELA • Civics Book List for Kindergarten – Appendix B • Communicating Through Writing – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.1 Communicating Through Writing		
<i>Argumentative Writing</i> ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason. Benchmark Clarifications: Clarification 1: The product can be written, oral, drawn, dictated, or a combination of all. Clarification 2: See <i>Writing Types</i> in Appendix C ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i>	Essential Question: How can I write my opinion? Learning Targets: <ul style="list-style-type: none">I can say my opinion on a topic or text.I can write my opinion using words and pictures.I can give a supporting reason for my opinion.	Write Opinion Topic Text Supporting reason
		Cross Curricular Connection Practice this in connection with science, social studies, and health topics.
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">READY ELACommunicating Through Writing – Appendix C		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.1 Communicating Through Writing		
<i>Expository Writing</i> ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. Benchmark Clarifications: Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. Clarification 3: See <i>Writing Types</i> in Appendix C. ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i>	Essential Question: How can I write to give information? Learning Targets: <ul style="list-style-type: none">I can tell factual information about a topic.I can write to give factual information about a topic.	Write Information Factual information Topic
		Cross Curricular Connection Write, draw, dictate about science, social studies, and health topics. <i>Example: SC.K.N.1.3 – Keep records of investigations.</i> <i>SC.K.N.1.4 – Observe and create a visual representation of an object which includes its major features.</i> <i>HE.K.C.2.4 – Explain the importance of rules to maintain health. SS.K.C.1.2</i> <i>SS.K.G.1.4 Label a simple map</i>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">READY ELACivics Book List for Kindergarten – Appendix BCommunicating Through Writing – Appendix C		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.1 Communicating Through Writing		
<i>Improving Writing</i> ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. Benchmark Clarifications: Clarification 1: “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. <i>For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</i> ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i>	Essential Question: How can I make my writing better? Learning Targets: <ul style="list-style-type: none">I can work with my teacher to make my writing better.	Write Planning Revising Editing
		Cross Curricular Connection Create projects to take to publication.
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">READY ELACommunicating Through Writing – Appendix C		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.2 Communicating Orally		
<i>Oral Presentation</i> ELA.K.C.2.1: Present information orally using complete sentences. Benchmark Clarifications: Clarification 1: For further guidance, see the Elementary Oral Communication Rubric in Appendix C. ELA Expectation: <i>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</i>	Essential Question: Why are complete sentences important? Learning Targets: <ul style="list-style-type: none">I can present information orally using complete sentences.	Complete Sentence Present Information
		Cross Curricular Connection Have students present content-area information. Appendix C – Oral Communication Rubric
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">Expanding Expressions ToolkitOral Communication Rubric – Appendix C		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.3 Following Conventions		
<p><i>Conventions</i></p> <p>ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Begin each sentence with a capital letter and use ending punctuation. • Capitalize the days of the week, the months of the year, and the pronoun I. • Form regular plural nouns orally by adding /s/ or /es/. • Use interrogatives to ask questions. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. <p>Clarification 2: See Convention Progression by Grade Level for more information (Appendix C).</p> <p>ELA Expectation: <i>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</i></p>	<p>Essential Question: What will make my writing easy to understand?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can begin a sentence with a capital letter and end it with a punctuation mark. • I can capitalize the days of the week. • I can capitalize the months of the year. • I can capitalize the word ‘I’. • I can make a noun plural by adding /s/ or /es/. • I can use ‘who’, ‘what’, ‘when’, ‘where’, ‘why’, and ‘how’ to ask questions. • I am learning to capitalize proper nouns. • I am learning to add -ed to verbs. • I am learning to make and use complete sentences. • I am learning to use words like ‘our’ to show that something belongs to someone. • I am learning to make my sentences sound right. 	<p>Sentence Capital letter Punctuation Capitalize Noun Plural Question Verb Complete sentence</p> <p>Cross Curricular Connection</p> <p>Practice conventions as students participate in shared writing about content-area topics.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • Expanding Expressions Toolkit • Communication – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.4 Researching		
<i>Researching and Using Information</i> ELA.K.C.4.1: Recall information to answer a question about a single topic. <		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED LA.K.C.5 Creating and Collaborating		
<i>Multimedia</i> ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks. Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio, or digital representation. At this grade level, the element should relate to the task, but that relationship may be tangential. It does not require but can include the use of computers. ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i>	Essential Question: What can I use to make my writing easy to understand? Learning Targets: <ul style="list-style-type: none">I can make my writing more interesting by adding things like drawings or pictures to it.	Interesting Artifact Audio Digital
		Cross Curricular Connection Use multimedia to present learning from content areas.
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">Science, Social Studies, and Health Topics and ResourcesCivics Book List for Kindergarten – Appendix B		

Vocabulary

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.K.V.1 Finding Meaning		
<p><i>Academic Vocabulary</i></p> <p>ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>ELA Expectation: <i>ELA.K.12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i> <i>Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What are ways that I can learn new words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">I can use the words I am learning when I speak and when I write.	<p>Vocabulary Learn Speaking Writing</p>
		<p>Cross Curricular Connection Require students to use correct content-area terminology that they have been taught when discussing a topic.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">Science, Social Studies, and Health Topics and ResourcesExpanding Expressions ToolkitHigh-Frequency Words – Appendix EVocabulary – Appendix D		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.K.V.1 Finding Meaning		
<p><i>Morphology</i></p> <p>ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What are ways that I can learn new words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">I can ask questions to learn new words.	<p>Vocabulary Learn</p>
		<p>Cross Curricular Connection Look for unknown words in content-area material.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">Science, Social Studies, and Health Topics and ResourcesExpanding Expressions ToolkitHigh-Frequency Words – Appendix EVocabulary – Appendix D		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
VOCABULARY CONTINUED		
LA.K.V.1 Finding Meaning		
<p><i>Context and Connotation</i></p> <p>ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p>Benchmark Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Appendix D</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i> <i>Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What are ways that I can learn new words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">I can sort words into categories.	<p>Categories Sort</p>
		<p>Cross Curricular Connection</p> <p>Sort content-area words that are learned. SC.P.8.1 – also deals with sorting</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">Science, Social Studies, and Health Topics and ResourcesExpanding Expressions ToolkitHigh-Frequency Words – Appendix EVocabulary – Appendix D		

Appendices

Appendix A: Titles of Sample Complex Texts by Grade Band

This sample list of texts includes selections ranging from the Classical Period of ancient Greek and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories. The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors. These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar.

The list should serve as a guide for teachers, curriculum developers, and test makers as they prepare their instructional units and materials for Florida students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts. This sample book list is organized into grades for text complexity guidance.

The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. Educators should encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

Kindergarten

Title	Author
“At the Seaside”	Stevenson, Robert Louis
“The Clock” - a Mother Goose Poem	Unknown
<i>A Mother for Choco</i>	Kasza, Keiko
<i>Brown Bear, Brown Bear</i>	Martin Jr., Bill
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A.
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa
<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara
<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dec, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice

Appendix B: Reading

What is a Text?

“In academic terms, a text is anything that conveys a set of meanings to the person who examines it.” –The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

For the purposes of text within the standards, the full breadth of the term text is intended.

The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Text Complexity

There are three components of text complexity: qualitative, quantitative, and student-centered. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text. The quantitative measures are divided by grade band and address the measurable data of a text such as sentence length, word length, and word frequency. Each readability measure has a different formula for calculating the readability of a text.

Text Complexity Quantitative Grade Bands

Quantitative Measures		
Grade Level	Flesch-Kincaid	Lexile
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L

Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.

Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civics Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades. They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

Kindergarten-1st Grade

Title	Author
<i>A Picture Book of Benjamin Franklin</i>	Adler, David A.
<i>D is for Democracy: A Citizen's Alphabet</i>	Grodin, Elissa
<i>George Washington</i>	Abraham, Philip
<i>I Pledge Allegiance</i>	Martin, Bill Jr. and Sampson, Michael
<i>Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address</i>	Fritz, Jean
<i>Liberty Rising</i>	Shea, Pegi Deitz
<i>Red, White, and Blue: The Story of the American Flag</i>	Herman, John
<i>Saving the Liberty Bell</i>	McDonald, Megan
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks</i>	Rosenstock, Barb
<i>The Flag We Love</i>	Ryan, Pam Munoz
<i>The Liberty Bell</i>	Firestone, Mary
<i>The Star-Spangled Banner</i>	Spier, Peter
<i>The Very First Americans</i>	Ashrose, Cara
<i>The White House</i>	Douglas, Lloyd G.
<i>Woodrow, the White House Mouse</i>	Barnes, Peter

Appendix C: Communication

Communicating Through Writing

Writing Types

Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer’s use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.

Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards.

Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader’s point of view or appealing to the reader to accept the writer’s belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.

Note: In grades K-5, the term “opinion” refers to the evolving form of argument.

Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader’s understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.

Note: Students’ proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1–2.4).

Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Elementary Oral Communication Rubric

		Standard	Emergent	Approaching	Proficient	Mastery
First Grade	ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.	Student presents information orally without complete sentences and a volume appropriate to content and audience.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience.	Student presents information orally using complete sentences and a volume appropriate to content and audience.
	ELA.K.C.2.1	Present information orally using complete sentences.	Student presents information orally without complete sentences.	Student presents information orally with occasional attempts at complete sentences.	Student presents information orally with inconsistent use of complete sentences.	Student presents information orally using complete sentences.

Conventions Progression by Grade Level

Conventions Progression by Grade Level	
Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.		-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

What is academic vocabulary?

In general, academic vocabulary can be considered to consist of three types of vocabulary:

- general words which are acceptable for academic use.
- non-general 'academic' words.
- technical words specific to an individual subject area.

www.eapfoundation.com/vocab/academic/

In this document, the academic vocabulary consists of words that teachers will use with students in their learning. These words are not for memorization or assessment. However, they should have consistent use as teachers and students discuss the requirements of the standards and talk about their learning.

Academic vocabulary continues from grade to grade with students gaining more working knowledge of the words as they mature. If the words are not used, with scaffolding, daily, the path toward full understanding is roadblocked.

These words do not replace high-frequency word instruction or content-area vocabulary instruction. In fact, many of the words in the academic vocabulary section will cross over content lines and be used throughout the day.

Context Clues

Type	Definition	Example
Definition	The definition of the word is incorporated into the text.	Carey was lethargic; she did not have enough energy to get out of bed and go to swim practice.
Synonyms	The author uses a word having the same or similar meaning to other words in a sentence.	Rebecca, my best friend, has been a companion to me for many years.
Antonyms	The author hints at the meaning by providing a non-example or opposite.	Kim was anxious about the test, but Christy was not worried at all.
Examples	The definition of the word is given in the form of an example.	Krystle will serve cold beverages, such as soda, tea, and juice, to the guests.
Inference	The reader is able to make an educated guess, use reasoning or background knowledge to determine the meaning of an unknown word.	You can speak candidly to Mrs. Dodd. She is an affable guidance counselor.

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear

Appendix E: Reading Foundations

Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology, and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words varying the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them “sight” words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.

High Frequency Words – SIPPS Beginning Level

1. again
2. and
3. are
4. around
5. be
6. both
7. by
8. can
9. can't
10. children
11. come
12. could
13. does
14. down
15. every
16. find
17. for
18. from
19. get
20. give
21. go
22. good
23. have
24. he
25. heard
26. her
27. here
28. home

29. I
30. is
31. isn't
32. like
33. little
34. live (2)
35. look
36. make
37. many
38. me
39. my
40. name
41. no
42. of
43. on
44. one
45. other
46. out
47. over
48. people
49. put
50. said
51. saw
52. say
53. says
54. see
55. she
56. should

57. some
58. their
59. there
60. they
61. to
62. toward
63. two
64. under
65. very
66. want
67. was
68. wasn't
69. water
70. we
71. were
72. what
73. where
74. woman
75. women
76. would
77. yes
78. you
79. your

Order of Instruction for Letters of the Alphabet

Letters are taught in the order presented in the SIPPS Beginning Level. These are referenced in the Pacing Guide to ensure that all students have access to instruction on all the letters.

Instruction on a letter includes

- sight recognition of the uppercase and lowercase letter.
- the sound that the letter represents.
- correct formation of the letter.

In addition,

- whether the letter is a vowel or a consonant.
- whether a vowel sound is short or long.

Order of Instruction:

s, n, t, m, a_

i_, r, f, u_

h, d, o_, c, k, _ck, all, b

p, e_, g, l, w

Appendix F – Penmanship

Penmanship is an integral part of the primary and intermediate curriculum. Developing fluency with the correct formation of letters removes roadblocks to increasing literacy. Penmanship is a required part of the Kindergarten standards.

In Kindergarten, the act of forming the letter helps the student remember and master the letter. Encouraging the students to say the letter name and sound as they write further solidifies learning.

Three rules are important to remember in letter formation:

1. Begin at the top of the letter.
2. Move left to right. This means that 'b' begins with the tall line, while 'd' begins with the circle.
3. Do not pick up your pencil. Exceptions are the letters that must be crossed or dotted.

The Wakulla County School System teaches the Zaner-Bloser one-stroke method from manuscript writing. This is introduced and practiced in Kindergarten as students are learning to recognize and read the letters. It is refined and practiced in first grade with more attention to proportion and spacing, and it is mastered to fluency in second grade.

If we fail to fully instruct students in the correct formation of letters and the basic parameters of penmanship, we relegate them to a continual struggle with written communication.

Resources:

Zaner-Bloser Handwriting Texts – available at school level

[ZB HW Manuscript Practice Package.pdf \(zaner-bloser.com\)](#) – This practice sheet has bar codes that link the student, teacher, or parent to short videos, which model the correct formation of each letter.

[Zaner-BloserHandwritingmanuscript.pdf \(mcps.org\)](#) – This is a PDF, which explains the correct formation of each letter. Arrows and words are used to direct the student in the formation of each letter.

[ZB HW Manuscript Paper Templates.pdf \(zaner-bloser.com\)](#) – Here you will find templates of handwriting paper.

[Free Resources | Need Help Learning at Home? | Zaner-Bloser](#) – A variety of activities and resources to help with handwriting practice

[Zaner-Bloser: Handwriting ©2020 | Free Resources](#) – Similar to the above, but this site includes some seasonal resources

[About the Zaner-Bloser National Handwriting Contest](#) – Information about the National Handwriting Contest. (Wakulla County has had winners before!)