# CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

**GRADE LEVEL: KINDERGARTEN**  **SUBJECT: ENGLISH/LANGUAGE ARTS**  **DATE: 2016-2017**

**GRADING PERIOD: QUARTER 1**

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Learning Outcomes** | **K.RF.1:** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. | • Use reading foundation skills. | | |
| **Print Concepts** <br> • Print <br> • Left <br> • Right <br> • Page | **K.RF.2.1:** Demonstrate understanding that print moves from left to right across page and from top to bottom. | • Point to text and move hand from left to right when reading poems, read alouds and emergent text with support. | • Observation | • Print <br> • Left <br> • Right |
| • Words <br> • Sequences <br> • Letters | **K.RF.2.2:** Recognize that written words are made up of sequences of letters. | • Recognize that individual names are made up of sequences of letters. | • Observation <br> • Center Work | • Words <br> • Letters |
| • Uppercase letters <br> • Lowercase letters | **K.RF.2.4:** Identify and name all uppercase (capital) and lowercase letters of the alphabet. | • State lowercase letters in random order. | • Letter ID Assessment <br> • Report Card | • Letters <br> • Uppercase <br> • Capital <br> • Lowercase |
| **Phonological Awareness** <br> • Rhyming words | **K.RF.3.1:** Identify and produce rhyming words. | • Listen and repeat rhyming words provided by teacher. | • Observation | • Rhyme |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| • High frequency words | **K.RF.4.4:** Read common high-frequency words by sight (e.g., a my, etc.). | • State 10 common high frequency sight words. | • Report Card<br>• Center Work<br>• Progress Monitoring | • Sight Words |
| • Similarities<br>• Differences<br>• Words | **K.RF.4.5:** Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. | • Recognize that words begin with the same letter. | • Observation | • Begin<br>• First<br>• Letter<br>• Same |
| | | | | |
| **READING: LITERATURE** | | | | |
| **Learning Outcomes** | **K.RL.2.1:** Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Structural Elements and Organization**<br>• Genre<br>• Nursery Rhyme<br>• Story | **K.RL.3.1:** Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). | • State whether a read aloud is a story or nursery rhyme. | • Observation | • Nursery Rhyme<br>• Story |
| • Role of author<br>• Role of Illustrator<br>• Support | **K.RL.3.2:** With support, define the role of the author and illustrator of a story in telling the story. | • State that the author writes the words in a book.<br>• State that the illustrator creates the pictures in a book. | • Observation | • Author<br>• Illustrator |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: NONFICTION** | | | | |
| **Learning Outcome** | **K.RN.1**:  Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Key Ideas and Textual Support**<br><br>**Features and Structures**<br>• Text features  of nonfiction texts<br>• Title<br>• Author<br>• Illustrations<br>• Relationship between features and text | **K.RN.3.1:**  Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. | • Point to illustrations/pictures when asked.<br>• Look at pictures and discuss how they relate to the text. | • Observation | • Title<br>• Illustrations/ picture<br>• Information<br>• Facts |
| | | | | |
| **READING: VOCABULARY** | | | | |
| **Learning Outcome** | **K.RV.1:**  Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | • Apply vocabulary learned through conversations, reading and being read to, and responding to literature. | | |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: VOCABULARY** | | | | |
| **Vocabulary in Literature and Nonfiction Texts**<br>• Support<br>• Questions<br>• Unknown words/pictures<br>• Stories<br>• Poems<br>• Songs | **K.RV.3.1:** With support, ask and answer questions about unknown words in stories, poems, or songs. | • Point to unknown objects in pictures.<br>• Discuss unknown objects in pictures.<br>• Identify unknown words in poems or songs. | • Observation<br>• Teacher-led discussion | • Unknown words (a word we don't know) |
| • Support<br>• Questions<br>• Unknown words<br>• Nonfiction text | **K.RV.3.2:** With support, ask and answer questions about unknown words in a nonfiction text. | • Locate unknown objects in pictures.<br>• Discuss unknown objects in pictures with teacher led discussion. | • Observation | • Unknown words (a word we don't know) |
| | | | | |
| **WRITING** | | | | |
| **Learning Outcome** | **K.W.1:** Write for specific purposes and audiences. | • Write with purpose<br>• Write with a specific audience in mind. | | |
| | | | | |
| **SPEAKING AND LISTENING** | | | | |
| **Learning Outcome** | **K.SL.1:** Listen actively and communicate effectively with a variety of audiences and for different purposes. | • Listen actively and communicate effectively. | | |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Discussion and Collaboration**<br>• Conversations<br>• Topics<br>• Texts<br>• Small groups<br>• Large groups | **K.SL.2.1:** Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups. | • Participate in conversations relevant to topic in large group setting. | • Observation | • Conversation<br>• Topic |
| • Others<br>• Turn<br>• Ideas<br>• Small group discussion or tasks | **K.SL.2.3:** Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. | • Remain quiet and listen to others while they are speaking.<br>• Raise hand to speak. | • Observation<br>• Role Play | • Listen<br>• Turn |
| • Questions<br>• Help<br>• Information<br>• Understood | **K.SL.2.4:** Ask questions to seek help, get information, or clarify something that is not understood. | • Ask questions to seek help. | • Observation<br>• Role Play | • Questions<br>• Clarify<br>• Understand |
| • Conversation<br>• Multiple exchanges | **K.SL.2.5:** Continue a conversation through multiple exchanges. | • Respond on topic to a question. | • Observation<br>• Role Play<br>• Class discussion | • Conversation |
| **Comprehension**<br>• Questions<br>• Key details<br>• Text read aloud<br>• Information | **K.SL.3.1:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Recall or state details pertaining to topic. | • Observation<br>• Class discussion | • Details/facts<br>• Stay on task/topic |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Presentation of Knowledge and Ideas**<br>• Poems<br>• Rhymes<br>• Songs<br>• Complete sentences<br>• Familiar people, places, things and events.<br>• Support<br>• Detail | **K.SL.4.1:** Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details. | • Speak loud enough for teacher and classmates to hear.<br>• Repeat familiar, short poems and rhymes.<br>• Recite familiar songs. | • Observation<br>• Class Discussion | • Repeat<br>• Complete sentences<br>• Familiar people, places, events<br>• Details |
| • Directions | **K.SL.4.3:** Give, restate and follow simple two-step directions. | • Follow simple two-step directions. | • Observation | • Directions |
| | | | | |
| **MEDIA LITERACY** | | | | |
| **Learning Outcome** | **K.ML.1:** Recognize various types of media | • Identify/name various types of media. | | |
| **Media Literacy**<br>• Common signs<br>• Common logos<br>• Commercials<br>• Advertisements | **K.ML.2.1:** Recognize common signs and logos and identify commercials or advertisements. | • Identify known environmental prints, e.g., food/candy labels, restaurant and store logos, common signs. | • Observation<br>• Class discussion | • Environmental print |

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

GRADE LEVEL:  KINDERGARTEN                    SUBJECT: ENGLISH/LANGUAGE ARTS                    DATE:  2016-2017

GRADING PERIOD:  QUARTER 2                                                    <span style="color:red">**MASTER COPY 6-6-16**</span>

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Learning Outcomes** | **K.RF.1**:  Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. | • Use reading foundation skills. | | |
| **Print Concepts** <br> • Print <br> • Left/Right <br> • Top/Bottom | **K.RF.2.1:**  Demonstrate understanding that print moves from left to right across the page and from top to bottom. | • Point to where we start reading. | • Observation | • Print <br> • Left/Right <br> • Top/Bottom |
| • Written words <br> • Sequences <br> • letters | **K.RF.2.2:**  Recognize written words are made up of sequences of letters | • Point to a word in the text. | • Observation | • Word <br> • Text <br> • Space |
| • Uppercase letters <br> • Lowercase letters | **K.RF.2.4**:  Identify and name all uppercase (capital) and lowercase letters of the alphabet. | • State lowercase letters and uppercase letters in random order. | • Letter ID Assessment <br> • Report Card | • Letters <br> • Uppercase <br> • Capital <br> • Lowercase |
| **Phonological Awareness** <br> • Rhyming words | **K.RF.3.1:**  Identify and produce rhyming words. | • Find and pair matches of rhyming pictures. | • Observation <br> • Center Work <br> • Report Card | • Rhyme |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Phonological Awareness**<br>• Words<br>• syllables | **K.RF.3.2**: Orally pronounce, blend and segment words into syllables. | • Break words into syllables by clapping them out.<br>• Place pictures in columns representing the number of syllables. | • Observation<br>• Center Work | • Syllables |
| **Phonics**<br>• Long sounds<br>• Short sounds<br>• Vowels | **K.RF.4.3**: Recognize the long and short sounds for the five major vowels. | • Listen and repeat short vowel sounds for five major vowels.<br>• Identify pictures that have common short vowel sounds. | • Observation<br>• Center Work | • Vowels<br>• Short sound<br>• Same |
| • High frequency words<br>• Sight | **K.RF.4.4**: Read common high frequency words by sight (e.g. a, my, etc.). | • State 20 common high frequency sight words. | • Report Card<br>• Center Work<br>• Progress Monitoring | • Sight words |
| | **K.RF.4.5:** Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. | • Identify the similarities and differences in words. | • Observation<br>• Center Work | |
| | | | | |
| **READING: LITERATURE** | | | | |
| **Learning Outcomes** | **K.RL.1**: Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Key Ideas and Textual Support**<br>• Prediction<br>• Story | **K.RL.2.4:** Make predictions about what will happen in a story. | • Predict what will happen in a read aloud story. | • Observation | • Prediction |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: LITERATURE** | | | | |
| • Role of author<br>• Role of Illustrator<br>• Support | **K.RL.3.2**:  With support, define the role of the author and illustrator of a story in telling the story. | • Explain what the author does in a book.<br>• Explain what the illustrator does in a book.<br>• Identify that the pictures match the words in the story. | • Observation | • Author<br>• Illustrator |
| | | | | |
| **READING: NONFICTION** | | | | |
| **Learning Outcome** | **K.RN.1**:  Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Key Ideas and Textual Support**<br>• Important elements<br>• Characters<br>• Setting<br>• Events | **K.RN.2.3**:  Identify important elements of the text (e.g., characters, settings, or events). | • Recall and state characters in a story.<br>• Explain where the story takes place. | • Observation<br>• Classroom discussion<br>• Report card | • Nonfiction<br>• Characters<br>• Setting |
| **Features and Structures**<br>• Text features of nonfiction texts<br>• Title<br>• Author<br>• Illustrations<br>• Relationship between features and text | **K.RN.3.1:**  Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. | • Point to title when asked.<br>• Point to illustrations when asked.<br>• Identify that the pictures match the topic of the text. | • Observation | • Nonfiction<br>• Title<br>• Illustrations/ pictures |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---------|---------------------|--------|------------|------------|
| **READING: NONFICTION** | | | | |
| • Non-fiction text<br>• Topic | **K.RN.3.2:** Recognize that a non-fiction text can be structured to describe a topic. | • Recognize that a non-fiction text gives real information about a certain topic. | • Observation | • Non-fiction<br>• Information |
| | | | | |
| **READING: VOCABULARY** | | | | |
| **Learning Outcome** | **K.RV.1:** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | • Apply vocabulary learned through conversations, reading and being read to, and responding to literature. | | |
| **Vocabulary Building**<br>• Pictures<br>• Categories<br>• Colors<br>• Shapes<br>• opposites | **K.RV.2.2:** Identify and sort pictures of objects into categories (e.g. colors, shapes, opposites). | • Sort pictures of objects into categories relevant to theme (e.g. zoo animals, farm animals, pets, objects used for school, healthy snacks, etc.). | • Observation<br>• Center work | • Sort |
| **Vocabulary in Literature and Nonfiction Texts**<br>• Support<br>• Questions<br>• Unknown words<br>• Stories<br>• Poems<br>• Songs | **K.RV.3.1:** With support, ask and answer questions about unknown words in stories, poems, or songs. | • When prompted with an unknown word in a story, poem or song, guess what the word means.<br>• Participate in teacher-led discussion about what an unknown word means. | • Observation<br>• Classroom participation during read alouds.<br>• Turn and talk to a partner | • Unknown word (a word you don't know)<br>• Turn and Talk |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: NONFICTION** | | | | |
| • Support<br>• Questions<br>• Unknown words<br>• Nonfiction text | **K.RV.3.2**: With support, ask and answer questions about unknown words in a nonfiction text. | • When prompted with an unknown word, guess what the word means.<br>• Participate in teacher led discussion about what an unknown word means. | • Observation<br>• Classroom participation in read alouds<br>• Turn and talk to partner | • Unknown word/word you don't know<br>• Turn and Talk |
| | | | | |
| **WRITING** | | | | |
| **Learning Outcome** | **K.W.1**: Write for specific purposes and audiences. | • Write with purpose.<br>• Write with a specific audience in mind. | | |
| **Writing Genres**<br>• Words<br>• Pictures<br>• Single event<br>• Simple story<br>• Ideas | **K.W.3.3**: Use words and pictures to narrate a single event or simple story, arranging ideas in order. | • Draw picture to represent a single event.<br>• Orally explain picture (explanation must match picture).<br>• Draw pictures representing what we do in a day (morning, afternoon, and night). | • CCSC Writing Assessment<br>• Science Observation | • Order<br>• Morning<br>• Afternoon<br>• Night |
| **Nouns/Pronouns**<br>• Sentences<br>• Singular nouns<br>• Plural nouns | **K.W.6.1a**: Writing sentences that include singular and/or plural nouns (e.g. dogs, cat/cats). | • Write sentences during interactive writing that include singular and/or plural nouns. | • Observation<br>• Interactive writing participation | • Sentence<br>• Singular noun<br>• Plural noun |
| **Verbs**<br>• Sentences<br>• Verbs | **K.W.6.1b**: Writing Sentences that include verbs. | • Write sentences using verbs during interactive writing. | • Observation<br>• Interactive writing participation | • Sentence<br>• Verb |

5

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---------|---------------------|--------|------------|------------|
| **WRITING** | | | | |
| **Conventions/Spelling**<br>• Simple words<br>• Phonemic awareness | **K.W.6.2c:** Spelling simple words phonetically, drawing on phonemic awareness. | • Copy basic sight words.<br>• Label words with beginning and/or ending sounds. | • Observation<br>• Center work<br>• Seat work | • Copy<br>• Label<br>• Beginning sound<br>• Ending sound |
| | | | | |
| **SPEAKING AND LISTENING** | | | | |
| **Learning Outcome** | **K.SL.1**: Listen actively and communicate effectively with a variety of influences and for different purposes. | • Listen actively and communicate effectively. | • Observation<br>• Role Play | • Listen<br>• Turn |
| **Discussion and Collaboration**<br>• Others<br>• Turn<br>• Ideas<br>• Small group discussion or tasks | **K.SL.2.3:** Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. | • Remain quiet and listen to others while they are speaking.<br>• Wait for one's own turn before speaking.<br>• Respond with own ideas. | • Observation<br>• Role Play | • Questions<br>• Understand |
| • Questions<br>• Help<br>• Information<br>• Understood | **K.SL.2.4**: Ask questions to seek help, get information, or clarify something that is not understood. | • Ask questions to get help with something that is not clear or understood. | • Observation<br>• Role Play | • Questions<br>• Understand |
| • Conversation<br>• Multiple exchanges | **K.SL.2.5**: Continue a conversation through multiple exchanges. | • When asked a question or spoken to, answer or offer a thought back to the prompter with multiple exchanges. | • Observation<br>• Role Play<br>• Classroom discussion | • Conversation<br>• Answer |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Comprehension**<br>• Questions<br>• Key details<br>• Text read aloud<br>• Information | **K.SL.3.1:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Answer questions when prompted pertaining to the topic. | • Observation<br>• Class discussion | • Details/facts<br>• Questions<br>• Stay on task/topic |
| **Presentation of Knowledge and Ideas**<br>• Poems<br>• Rhymes<br>• Songs<br>• Complete sentences<br>• Familiar people<br>• Support<br>• Detail | **K.SL.4.1**: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details. | • Speak loud enough for teacher and classmates to hear.<br>• Recite familiar, short poems and rhymes.<br>• Recite familiar songs.<br>• Speak in complete sentences.<br>• Describe and or convey information about familiar people (e.g. family) when prompted. | • Observation<br>• Role Play | • Recite<br>• Complete sentences<br>• Familiar people |
| • Directions | **K.SL.4.3:** Give, restate, and follow simple two-step directions. | • Follow simple two-step directions.<br>• Restate simple two-step directions. | Observation | • Directions |
| | | | | |
| **MEDIA LITERACY** | | | | |
| **Learning Outcome** | **K.ML.1**: Recognize various types of media | • Identify various types of media. | | |

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL:  KINDERGARTEN**  **SUBJECT: ENGLISH/LANGUAGE ARTS**  **DATE:  2016-2017**

**GRADING PERIOD:  QUARTER 3**  <span style="color:red">**MASTER COPY 6-6-16**</span>

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Learning Outcome** | **K.RF.1:**  Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. | • Use reading foundation skills. | | |
| **Print Concepts** <br>• Print <br>• Page <br>• Left/Right <br>• Top /Bottom | **K.RF.2.1:**  Demonstrate understanding that print moves from left to right across the page and from top to bottom. | • Read simple text (with support) with correct directionality. | • Observation <br>• Print concepts informal assessment | • Left <br>• Right <br>• Top <br>• Bottom |
| • Words <br>• Sentences | **K.RF.2.3:**  Recognize that words are combined to form sentences. | • Count number of words in a given sentence or page. | • Observation | • Words <br>• Sentence |
| • Uppercase letters <br>• Lowercase letters | **K.RF.2.4**:  Identify and name all uppercase (capital) and lowercase letters of the alphabet. | • State lowercase letters and uppercase letters in random order. | • Letter ID Assessment <br>• Report Card | • Letters <br>• Uppercase <br>• Capital <br>• Lowercase |
| **Phonological Awareness** <br>• Rhyming words | **K.RF.3.1:**  Identify and produce rhyming words | • Generate a word that rhymes with a given word. | • Observation <br>• Report Card | • Rhyme |

1

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Phonological Awareness** <br>• Onset (the initial sound) <br>• Rime (the vowel and end sound) | **K.RF.3.3**: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. | • Blend the onset and the rime of simple cvc words. | • Observation <br>• Report card | • Beginning Sounds <br>• Ending Sounds |
| • Order <br>• Sounds <br>• Words <br>• Phonemes <br>• Beginning <br>• Middle <br>• Final/End | **K.RF.3.4:** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial), and final sounds. | • Identify the first, middle and final sounds in words with two or three phonemes. | • Observation <br>• Word Work <br>• Report Card | • Beginning sound <br>• Middle sound <br>• Final/End sound |
| • Sounds <br>• Words | **K.RF.3.5:** Add, delete, or substitute sounds to change words. | • Add, delete or substitute beginning sound to create a new word in a word family. | • Observation <br>• Center Work | • Add <br>• Substitute/Change <br>• Delete/Take Away <br>• Word Family |
| **Phonics** <br>• Letter sound knowledge <br>• Consonant | **K.RF.4.1:** Use letter-sound knowledge to decode the sound of each consonant (e.g., dog= /d/ /g/; soap = /s/ /p/ | • Decode consonant sounds in words. | • Observation <br>• Center Work | • Consonant <br>• Sound |
| • Long sounds <br>• Short sounds <br>• Vowels | **K.RF.4.3:** Recognize the long and short sounds for the five major vowels. | • Recognize and tell short vowel sounds for five major vowels. <br>• Sort pictures by distinguishing between two vowel sounds. | • Observation <br>• Center Work | • Vowels <br>• Short sound <br>• Same |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| • High frequency words<br>• Sight | **K.RF.4.4**:  Read common high frequency words by sight (e.g. a, my, etc.). | • State 35 common high frequency sight words. | • Report Card<br>• Center Work<br>• Progress Monitoring | • Sight words |
| **Phonics**<br>• Similarities<br>• Differences<br>• Words | **K.RF.4.5**:  Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. | • Identify the similarities and differences in words. | • Observation<br>• Center Work | • Same<br>• Different |
| **Fluency**<br>• Emergent reader texts<br>• Pace<br>• Strategies | **K.RF.5**:  Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. | • Read emergent-reader text.<br>• Self-correct known high frequency words.<br>• Use 1:1 correspondence to self-correct. | • Observation | • Sight word<br>• Self-correct<br>• 1:1 correspondence |
| | | | | |
| **READING: LITERATURE** | | | | |
| **Learning Outcome** | **K.RL.1**:  Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Key Ideas and Textual Support**<br>• Support<br>• Questions<br>• Main topic<br>• Details<br>• Text | **K.RL.2.1**:  With support, ask and answer questions about main topics and key details in a text heard or read. | • Ask questions about main topic in read aloud with support.<br>• Answer questions about main topic in read aloud.<br>• Ask questions about key details in read aloud with support. | • Observation<br>• Report card | • Main topic<br>• Details |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: LITERATURE** | | | | |
| **Key Ideas and Textual Support** | **K.RL.2.1:** (cont.) | • Answer questions about key details in read aloud. | | |
| • Support<br>• Stories<br>• Poems<br>• Nursery rhymes<br>• Details | **K.RL.2.2:** With support, retell familiar stories, poems, and nursery rhymes, including key details. | • Retell familiar stories, poems, and nursery rhymes including main idea and key details. | • Observation<br>• Report Card | • Retell<br>• Key Details<br>• Main idea |
| **Structural Elements and Organization**<br>• Role of author<br>• Role of Illustrator<br>• Support | **K.RL.3.2:** With support, define the role of the author and illustrator of a story in telling the story. | • Explain what the author does in a book.<br>• Explain what the illustrator does in a book.<br>• Identify that the pictures match the words in the story. | • Observation | • Author<br>• Illustrator |
| **Synthesis and Connection of Ideas**<br>• Support<br>• Relationship<br>• Illustrations<br>• Story | **K.RL.4.2:** With support, describe the relationship between illustrations and the story in which they appear. | • Explain that the illustrations correlate to the words in the story. | • Observation | • Relationship<br>• Illustrations |
| | | | | |
| **READING: NONFICTION** | | | | |
| **Learning Outcome** | **K.RN.1**: Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: NONFICTION** | | | | |
| **Key Ideas and Textual Support**<br>• Support<br>• Questions<br>• Elements<br>• Text<br>• Events<br>• Topic<br>• Concepts | **K.RN.2.1:** With support, ask and answer questions about important elements of a text (e.g. events, topics, concepts). | • Ask questions pertaining to the topic.<br>• Answer questions pertaining to the topic. | • Observation | • Events<br>• Topic<br>• Concepts |
| • Support<br>• Main Idea<br>• Details | **K.RN.2.2:** With support, retell the main idea and key details of a text. | • Retell the main idea or topic of the text.<br>• Retell key details or key information the text is providing. | • Observation | • Retell<br>• Main Idea<br>• Details |
| • Important elements<br>• Characters<br>• Setting<br>• Events | **K.RN.2.3:** Identify important elements of the text (e.g., characters, settings, or events). | • Recall and state characters in a story.<br>• Explain where the story takes place. | • Observation<br>• Classroom discussion | • Nonfiction<br>• Characters<br>• Setting |
| **Features and Structures**<br>• Text features of nonfiction texts<br>• Title<br>• Author<br>• Illustrations<br>• Relationship between features and text | **K.RN.3.1:** Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. | • Point to labels and tell their purpose.<br>• Locate the table of contents.<br>• Locate the index and use it to find information. | • Observation | • Nonfiction<br>• Title<br>• Illustrations/ pictures<br>• Labels<br>• Table of Contents<br>• Index |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: NONFICTION** | | | | |
| **Synthesis and Connection of Ideas**<br>• Support<br>• Similarities<br>• Differences<br>• Text<br>• Vocabulary | **K.RN.4.2:** With support, identify basic similarities in and differences between two texts to build and apply vocabulary. | • Compare two texts and identify similarities and differences. | • Observation | • Similarities/same<br>• Differences/ different |
| | | | | |
| **READING: VOCABULARY** | | | | |
| **Learning Outcome** | **K.RV.1**: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | • Apply vocabulary learned through conversations, reading and being read to, and responding to literature. | | |
| **Vocabulary in Literature and Nonfiction Texts**<br>• Support<br>• Questions<br>• Unknown words<br>• Stories<br>• Poems<br>• Songs | **K.RV.3.1**: With support, ask and answer questions about unknown words in stories, poems, or songs. | • Ask what an unknown word means in various contexts. | • Observation | • Unknown word (a word you don't know) |
| • Support<br>• Questions<br>• Unknown words<br>• Nonfiction text | **K.RV.3.2**: With support, ask and answer questions about unknown words in a nonfiction text. | • Ask what an unknown word means in various contexts. | • Observation | • Unknown word/word you don't know |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **WRITING** | | | | |
| **Learning Outcome** | **K.W.1**: Write for specific purposes and audiences. | • Write with purpose.<br>• Write with a specific audience in mind. | | |
| **Handwriting**<br>• Uppercase letters<br>• Lowercase letters | **K.W.2.1:** Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. | • Write most uppercase and lowercase letters of the alphabet correctly shaping the letters. | • Observation | • Uppercase/ capital letters<br>• Lowercase letters |
| • Left<br>• Right<br>• Top<br>• Bottom | **K.W.2.2:** Write by moving from left to right and top to bottom. | • Start writing on the top, left side of paper. | • Observation | • Left<br>• Right<br>• Top<br>• Bottom |
| **Writing Genres**<br><br>**Informative Writing**<br>• Words<br>• Pictures<br>• Main idea<br>• Information<br>• Topic | **K.W.3.2:** Use words and pictures to develop a main idea and provide some information about a topic. | • Draw a picture about a certain topic.<br>• Label picture.<br>• Explain, orally, what information the picture conveys while staying on topic. | • CCSC Writing Assessment<br>• Observation | • Main idea<br>• Topic |
| **Narrative Writing**<br><br>• Words<br>• Pictures<br>• Single event<br>• Simple story<br>• Ideas | **K.W.3.3:** Use words and pictures to narrate a single event or simple story, arranging ideas in order. | • Draw a detailed picture to represent a single event.<br>• Label picture.<br>• Orally explain picture (explanation must match picture).<br>• Draw pictures of simple story using beginning, middle, and end format. | • CCSC Writing Assessment<br>• Observation | • Order<br>• Morning<br>• Afternoon<br>• Night |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **WRITING** | | | | |
| **The Research Process**<br><br>**Finding, Assessing, Synthesizing and Reporting Information**<br>• Support<br>• Sources<br>• Information<br>• Topic<br>• Personal Experiences | **K.W.5:** With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. | • Use personal experiences to help relate to a story or writing prompt to show understanding of a topic.<br>• Draw a picture and or write about a topic using personal experience. | • Observation<br>• Whole group/small group discussion<br>• Interactive Writing participation<br>• CCSC writing prompt | • Topic<br>• Charts<br>• Personal experiences |
| **Nouns/Pronouns**<br>• Sentences<br>• Singular nouns<br>• Plural nouns | **K.W.6.1a:** Writing sentences that include singular and/or plural nouns (e.g. dogs, cat/cats). | • Orally identify singular nouns in a given sentence.<br>• Repeat sentences that contain plural nouns. | • Observation | • Sentence<br>• Singular noun |
| **Verbs**<br>• Sentences<br>• Verbs | **K.W.6.1b:** Writing Sentences that include verbs. | • Orally identify the verb in a given sentence. | • Observation | • Sentence<br>• Verb |
| **Conventions of Standard English**<br><br>• Punctuation | **K.W.6.2b:** Recognizing and naming end punctuation. | • Identify and state what a period is. | • Observation<br>• Interactive writing participation. | • Punctuation<br>• Period<br>• Exclamation point<br>• Question mark |
| **Conventions/Spelling**<br>• Simple words<br>• Phonemic awareness | **K.W.6.2c:** Spelling simple words phonetically, drawing on phonemic awareness. | • Write known sight words.<br>• Label words with beginning, middle and ending sounds. | • Observation<br>• Center work<br>• Seat work | • Label<br>• Beginning sound<br>• Middle sound<br>• Ending sound |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Learning Outcome** | **K.SL.1**: Listen actively and communicate effectively with a variety of influences and for different purposes. | • Listen actively and communicate effectively. | • Observation<br>• Role Play | • Listen<br>• Turn |
| **Discussion and Collaboration**<br>• Conversations<br>• Topics<br>• Texts<br>• Peers<br>• Adults<br>• Groups | **K.SL.2.1:** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. | • Participate in conversations about grade appropriate topics and text in small groups.<br>• Add to conversations by adding new information, or agreeing/disagreeing with peers in small group setting. | • Observation<br>• Small group discussion | • Collaborative conversations |
| • Others<br>• Turn<br>• Ideas<br>• Small group discussion or tasks | **K.SL.2.3:** Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. | • Remain quiet and listen to others while they are speaking.<br>• Wait for one's own turn before speaking.<br>• Respond with own ideas. | • Observation<br>• Role Play | • Questions<br>• Understand |
| • Questions<br>• Help<br>• Information<br>• Understood | **K.SL.2.4**: Ask questions to seek help, get information, or clarify something that is not understood. | • Ask questions to get help with something that is not clear or understood.<br>• Ask questions to seek information. | • Observation<br>• Role Play | • Questions<br>• Understand |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| • Conversation<br>• Multiple exchanges | **K.SL.2.5**: Continue a conversation through multiple exchanges. | • When asked a question or spoken to, answer or offer a thought back to the prompter with multiple exchanges.<br>• Ask question back to prompter. | • Observation<br>• Role Play<br>• Classroom discussion | • Conversation<br>• Answer |
| **Comprehension**<br>• Questions<br>• Key details<br>• Text read aloud<br>• Information | **K.SL.3.1**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Answer questions when prompted pertaining to the topic.<br>• Ask questions pertaining to topic. | • Observation<br>• Class discussion<br>• Report Card | • Details/facts<br>• Questions<br>• Stay on task/topic |
| • Questions<br>• Speaker | **K.SL.3.2**: Ask appropriate questions about what a speaker says. | • Ask questions pertaining to topic of speaker. | • Observation | • Questions<br>• Stay on task/topic |
| **Presentation of Knowledge and Ideas**<br>• Poems<br>• Rhymes<br>• Songs<br>• Complete sentences<br>• Familiar people<br>• Familiar events<br>• Support<br>• Detail | **K.SL.4.1**: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details. | • Speak loud enough for teacher and classmates to hear.<br>• Recite familiar, short poems and rhymes.<br>• Recite familiar songs.<br>• Speak in complete sentences.<br>• Describe and or convey information about familiar people (e.g. family) when prompted. | • Observation<br>• Role Play | • Recite<br>• Complete sentences<br>• Familiar people<br>• Familiar events |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Presentation of Knowledge and Ideas** | **K.SL.4.1:** (cont.) | • Describe and convey familiar events. | | |
| • Directions | **K.SL.4.3:** Give, restate, and follow simple two-step directions. | • Follow simple two-step directions.<br>• Restate simple two-step directions.<br>• Give simple two-step direction. | Observation | • Directions |
| | | | | |
| **MEDIA LITERACY** | | | | |
| **Learning Outcome** | **K.ML.1**: Recognize various types of media | • Identify various types of media. | | |

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

GRADE LEVEL:  KINDERGARTEN                    SUBJECT: ENGLISH/LANGUAGE ARTS                    DATE:  2016-2017

GRADING PERIOD:  QUARTER 4                    <span style="color:red">**MASTER COPY 6-6-16**</span>

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| **Learning Outcome** | **K.RF.1:**  Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. | • Use reading foundation skills. | | |
| **Phonological Awareness**<br>• Rhyming words | **K.RF.3.1:**  Identify and produce rhyming words | • Generate two more rhyming words. | • Observation<br>• Report Card | • Rhyme |
| • Sounds<br>• Words | **K.RF.3.5:**  Add, delete, or substitute sounds to change words. | • Add, delete or substitute sounds to create a new words; e.g. change mop to map, change flag to flap, etc. | • Observation<br>• Center Work | • Add<br>• Substitute/Change<br>• Delete/Take Away |
| **Phonics**<br>• Consonant<br>• Vowel<br>• Sounds words | **K.RF.4.2:** Blend consonant-vowel-consonant (CVC) sounds to make words. | • Blend consonant-vowel-consonant sounds to make words. | • Observation<br>• Small reading groups | • Consonant<br>• Vowel<br>• Blend |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: FOUNDATIONS** | | | | |
| • Long sounds<br>• Short sounds<br>• Vowels | **K.RF.4.3:** Recognize the long and short sounds for the five major vowels. | • Recognize that five major vowels have two sounds, short and long.<br>• Repeat long sounds for the five major vowel sounds. | • Observation | • Vowels<br>• Long sound |
| • High frequency words<br>• Sight | **K.RF.4.4:** Read common high frequency words by sight (e.g. a, my, etc.). | • State 45 common high frequency sight words. | • Report Card<br>• Center Work<br>• Progress Monitoring | • Sight words |
| **Fluency**<br>• Emergent reader texts<br>• Pace<br>• Strategies | **K.RF.5:** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. | • Read emergent-reader text (level C).<br>• Self-correct known high frequency words.<br>• Check words visually, structurally, and for meaning.<br>• Use 1:1 correspondence to self-correct. | • Observation | • Sight word<br>• Self-correct<br>• 1:1 correspondence<br>• Does it look right?<br>• Does it sound right?<br>• Does it make sense? |
| | | | | |
| **READING: LITERATURE** | | | | |
| **Learning Outcome** | **K.RL.1:** Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: LITERATURE** | | | | |
| **Key Ideas and Textual Support**<br>• Support<br>• Questions<br>• Main topic<br>• Details<br>• Text | **K.RL.2.1:** With support, ask and answer questions about main topics and key details in a text heard or read. | • Ask questions about main topic in text heard or read.<br>• Answer questions about main topic in text heard or read.<br>• Ask questions about key details in text heard or read with support.<br>• Answer questions about key details in text heard or read. | • Observation<br>• Report card | • Main topic<br>• Details |
| • Support<br>• Stories<br>• Poems<br>• Nursery rhymes<br>• Details | **K.RL.2.2:** With support, retell familiar stories, poems, and nursery rhymes, including key details. | • Retell familiar stories, poems, and nursery rhymes including main idea and key details in increasingly more difficult text. | • Observation<br>• Report Card | • Retell<br>• Key Details<br>• Main idea |
| • Elements<br>• Text<br>• Characters<br>• Settings<br>• Events | **K.RL.2.3:** Identify important elements of the text (e.g., characters, settings, or events). | • Identify the characters, setting and events in increasingly difficult texts. | • Observation<br>• Report Card | • Character<br>• Setting<br>• Event |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: LITERATURE** | | | | |
| **Structural Elements and Organization**<br>• Text genre<br>• Fairy tale<br>• Nursery rhymes<br>• Storybooks | **K.RL.3.1:** Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). | • State whether a read aloud is a fairy tale, nursery rhyme or storybook. | • Observation | • Fairy tale<br>• Nursery rhyme<br>• Story |
| **Synthesis and Connection of Ideas**<br>• Support<br>• Adventures<br>• Experiences<br>• Characters<br>• Familiar stories | **K.RL.4.2:** With support, compare and contrast the adventures and experiences of characters in familiar stories. | • Compare and contrast adventures and experiences of characters in familiar stories. | • Observation<br>• Large group discussion<br>• Small group discussion | • Compare<br>• Contrast<br>• Adventures<br>• Experiences<br>• Characters |
| | | | | |
| **READING: NONFICTION** | | | | |
| **Learning Outcome** | **K.RN.1**: Actively engage in group reading activities with purpose and understanding. | • Read with purpose and understanding. | | |
| **Key Ideas and Textual Support**<br>• Support<br>• Questions<br>• Elements<br>• Text<br>• Events<br>• Topic<br>• Concepts | **K.RN.2.1:** With support, ask and answer questions about important elements of a text (e.g. events, topics, concepts). | • Ask questions pertaining to the topic, events and concepts in a text.<br>• Answer questions pertaining to the topic, events and concepts in a text. | • Observation | • Events<br>• Topic<br>• Concepts |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: NONFICTION** | | | | |
| **Key Ideas and Textual Support**<br>• Support<br>• Main Idea<br>• Details | **K.RN.2.2:** With support, retell the main idea and key details of a text. | • Retell the main idea or topic of the text in increasingly difficult text.<br>• Retell key details or key information the text is providing in increasingly difficult text. | • Observation | • Retell<br>• Main Idea<br>• Details |
| • Important elements<br>• Characters<br>• Setting<br>• Events | **K.RN.2.3:** Identify important elements of the text (e.g., characters, settings, or events). | • Recall and state characters in increasingly difficult text.<br>• Explain where the story takes place in increasingly difficult text.<br>• Identify important events in increasingly difficult text. | • Observation<br>• Classroom discussion | • Nonfiction<br>• Characters<br>• Setting |
| **Structural Elements and Organization**<br>• Features of nonfiction texts<br>• Title<br>• Author<br>• Illustrations<br>• Relationship between features and text | **K.RN.3.1:** Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. | • Point to labels and tell their purpose.<br>• Locate and use the table of contents to predict what information the story will provide.<br>• Locate the index and use it to find information. | • Observation | • Nonfiction<br>• Title<br>• Illustrations/ pictures<br>• Labels<br>• Table of Contents<br>• Index |
| **Synthesis and Connection of Ideas**<br>• Support<br>• Reasons<br>• Author<br>• Points in text | **K.RN.4.1:** With support, identify the reasons an author gives to support points in a text. | • State reasons an author gives to support points in a text, with support; e.g., after reading a book about recycling, state why you should recycle. | • Observation<br>• Large group discussion<br>• Small group discussion | • Identify<br>• Reasons<br>• Author<br>• Support points in the text |

5

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **READING: VOCABULARY** | | | | |
| **Learning Outcome** | **K.RV.1**: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | • Apply vocabulary learned through conversations, reading and being read to, and responding to literature. | | |
| **Vocabulary Building**<br>• Inflections | **K.RV.2.4**: Recognize frequently occurring inflections (e.g., looks, looking). | • Identify frequently occurring inflections (e.g., s, ing, ed ) | • Observation | • Inflections |
| **Vocabulary in Literature and Nonfiction Texts**<br>• Support<br>• Questions<br>• Unknown words<br>• Stories<br>• Poems<br>• Songs | **K.RV.3.1**: With support, ask and answer questions about unknown words in stories, poems, or songs. | • Ask what an unknown word means in various contexts.<br>• Attempt to guess meaning of unknown word using the meaning of the text. | • Observation | • Unknown word (a word you don't know) |
| • Support<br>• Questions<br>• Unknown words<br>• Nonfiction text | **K.RV.3.2**: With support, ask and answer questions about unknown words in a nonfiction text. | • Ask what an unknown word means in various contexts.<br>• Attempt to guess meaning of unknown word using the meaning of the text. | • Observation | • Unknown word/word you don't know |

6

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **WRITING** | | | | |
| **Learning Outcome** | **K.W.1**:  Write for specific purposes and audiences. | • Write with purpose.<br>• Write with a specific audience in mind. | | |
| • Left<br>• Right<br>• Top<br>• Bottom | **K.W.2.2:**  Write by moving from left to right and top to bottom. | • Start writing on the top, left side of paper.<br>• Write by moving from left to right and top to bottom. | • Observation | • Left<br>• Right<br>• Top<br>• Bottom |
| **Writing Genres**<br><br>**Argumentative Writing**<br>• Words<br>• Pictures<br>• Logical reasons | **K.W.3.1:** Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action. | • Use pictures and words to persuade audience to follow a particular course of action. | • CCSC Writing Assessment<br>• Observation | • Logical<br>• Reasons |
| **Informative Writing**<br>• Words<br>• Pictures<br>• Main idea<br>• Information<br>• Topic | **K.W.3.2:**  Use words and pictures to develop a main idea and provide some information about a topic. | • Draw a picture about a certain topic.<br>• Write about picture while staying on topic. | • CCSC Writing Assessment<br>• Observation | • Main idea<br>• Topic |
| **Narrative Writing**<br>• Words<br>• Pictures<br>• Single event<br>• Simple story<br>• Ideas | **K.W.3.3:**  Use words and pictures to narrate a single event or simple story, arranging ideas in order. | • Draw a detailed picture to represent a single event.<br>• Write about picture while staying on topic.<br>• Draw pictures of simple story using beginning, middle, and end format. Write a simple sentence for each picture. | • CCSC Writing Assessment<br>• Observation | • Order<br>• Morning<br>• Afternoon<br>• Night |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **WRITING** | | | | |
| **Writing Process**<br>• Writing Process<br>• Support<br>• Writing<br>• Details<br>• Format<br>• Conventions<br>• Simple words<br>• First word of sentence<br>• Technology | **K.W.4:** Apply the writing process to:<br>• With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g. correct spelling of simple words, capitalization of the first word of the sentence)<br>• Use available technology to produce and publish writing. | • Revise writing by:<br>  - Capitalizing the first letter of sentence.<br>  - Using spaces between words.<br>  - Using end punctuation.<br>  - Adding details to writing.<br>• Produce and publish writing using technology. | • CCSC writing assessments<br>• Observation | • Revise<br>• Review<br>• Edit |
| **The Research Process: Finding, Assessing, Synthesizing and Reporting Information**<br>• Support<br>• Sources<br>• Information<br>• Topic<br>• Personal Experiences | **K.W.5:** With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. | • Use personal experiences to help relate to a story or writing prompt to show understanding of a topic.<br>• Draw a picture and or write about a topic using personal experience.<br>• Use relevant pictures, grade appropriate texts, or charts as sources of information when writing, to show understanding of a topic. | • Observation<br>• Whole group/small group discussion<br>• Interactive Writing participation<br>• CCSC writing prompt | • Topic<br>• Charts<br>• Personal experiences |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **WRITING** | | | | |
| **Conventions of Standard English**<br><br>**Nouns/Pronouns**<br>• Sentences<br>• Singular nouns<br>• Plural nouns | **K.W.6.1a:** Writing sentences that include singular and/or plural nouns (e.g., dogs, cat/cats). | • Write simple sentences using singular and/or plural nouns. | • Observation<br>• Interactive writing participation | • Sentence<br>• Singular noun<br>• Plural noun |
| **Verbs**<br>Sentences<br>Verbs | **K.W.6.1b:** Writing sentences that include verbs. | • Write simple sentences using verbs. | • Observation<br>• Interactive writing participation | • Sentence<br>• Verb |
| • Punctuation | **K.W.6.2b:** Recognizing and naming end punctuation. | • Identify and state what a period is.<br>• Identify and state what a question mark is.<br>• Identify and state what an exclamation point is. | • Observation<br>• Interactive writing participation. | • Punctuation<br>• Period<br>• Exclamation point<br>• Question mark |
| **Conventions/Spelling**<br>• Simple words<br>• Phonemic awareness | **K.W.6.2c:** Spelling simple words phonetically, drawing on phonemic awareness. | • Write known sight words.<br>• Write simple words using inventive spelling and using dominant sounds. | • Observation<br>• Center work<br>• Seat work | • Label<br>• Beginning sound<br>• Middle sound<br>• Ending sound |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **SPEAKING AND LISTENING** | | | | |
| **Learning Outcome** | **K.SL.1**:  Listen actively and communicate effectively with a variety of influences and for different purposes. | • Listen actively and communicate effectively. | • Observation<br>• Role Play | • Listen<br>• Turn |
| **Comprehension**<br>• Questions<br>• Key details<br>• Text read aloud<br>• Information | **K.SL.3.1:**  Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • Answer questions pertaining to the key details in a text read aloud or information presented.<br>• Ask questions pertaining to key details in a text read aloud or information presented. | • Observation<br>• Class discussion<br>• Report Card | • Details/facts<br>• Questions<br>• Stay on task/topic |
| **Presentation of Knowledge and Ideas**<br>• Poems<br>• Rhymes<br>• Songs<br>• Complete sentences<br>• Familiar people<br>• Familiar events<br>• Support<br>• Detail | **K.SL.4.1**:  Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details. | • Speak loud enough for teacher and classmates to hear.<br>• Recite familiar, short poems and rhymes.<br>• Recite familiar songs.<br>• Speak in complete sentences.<br>• Describe and or convey information about familiar people (e.g. family), places, and things.<br>• Describe and convey familiar events.<br>• When prompted, provide additional details about familiar people, places, things and events. | • Observation<br>• Role Play | • Recite<br>• Complete sentences<br>• Familiar people<br>• Familiar events |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY |
|---|---|---|---|---|
| **MEDIA LITERACY** | | | | |
| **Learning Outcome** | **K.ML.1**: Recognize various types of media | • Identify various types of media. | | |