



Common Core  
English Language Arts

Kindergarten



| <b><i>Instructional Goal</i></b>   | <b><i>Target Type</i></b>   | <b><i>Key Verbs</i></b>                |
|------------------------------------|-----------------------------|--|
| Recall basic information and facts | Knowledge (K)               | Name, identify, describe               |
| Think and develop an understanding | Reasoning/Understanding (R) | Explain, compare and contrast, predict |
| Apply knowledge and reasoning      | Skill (S)                   | Use, solve, calculate                  |
| Synthesize to create original work | Product (P)                 | Create, write, present                 |

| KEY IDEAS AND DETAILS  |   |
|--|---|
| <b>RL K.1</b>  | <p><b>Standard:</b> With prompting and support, ask and answer questions about details in a text.</p> <p><b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Give details</li> <li>• Listening for information</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• details</li> <li>• questions</li> <li>• ask</li> <li>• answer</li> <li>• text</li> <li>• information</li> <li>• where</li> <li>• know</li> <li>• partner</li> <li>• detalles</li> <li>• texto</li> <li>• información</li> </ul>            |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Effective readers use a variety of strategies to make sense of key ideas and details presented in text.  | What do good readers do? Am I clear about what I just read?<br>How do I know?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can explain that a key detail is an important part of a text. (K)</li> <li>✓ I can ask and answer questions about a text (e.g., <i>who, what, where, when, why</i> and <i>how</i>). (S)</li> <li>✓ I can ask and answer questions before, during, and after reading a text. (S)</li> </ul>  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who, what, where, when questions                             <ul style="list-style-type: none"> <li>○ Who was in the story?</li> <li>○ What was this about?</li> <li>○ What happened next?</li> </ul> </li> <li>• Can you ask your neighbor/partner about...?</li> <li>• Talk to you partner about...</li> <li>• Where did it say that?</li> <li>• How did you know that?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <b>RL 1.1:</b> Ask and answer questions about key details in a text.  |

| KEY IDEAS AND DETAILS   |   |
|---|---|
| <b>RL K.2</b>   | <p><b>Standard:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identifying the main events of the story</li> <li>• Retelling the story</li> <li>• Sequencing/Ordering the events of the story</li> <li>• Verbalizing the basic elements of the story                             <ul style="list-style-type: none"> <li>o Character</li> <li>o Setting</li> <li>o Problem</li> <li>o Resolution</li> <li>o Ending</li> </ul> </li> <li>• Identifying key details</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• retell</li> <li>• details</li> <li>• main events</li> <li>• story</li> <li>• problem</li> <li>• character</li> <li>• beginning, middle, end</li> <li>• resolution</li> <li>• solve</li> <li>• sequence</li> <li>• detalles</li> <li>• problema</li> <li>• resolución</li> <li>• secuencia</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>  |
| Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.   | What do good readers do?<br>Am I clear about what I just read?<br>How do I know?  |
| <b>Suggested Learning Targets:</b>  |   |
| <ul style="list-style-type: none"> <li>✓ I can listen to a story and tell the key details. (S)</li> <li>✓ I can retell (put into my own words) stories using key details. (S)</li> </ul>  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what happened in the story?</li> <li>• Using these pictures/cards can you tell what happened in the story?</li> <li>• What happened first?</li> <li>• What was the story about?</li> <li>• What did the character do to solve the problem?</li> <li>• What happened at the end of the story?</li> <li>• Can you draw a picture of what happened in the story and then tell me about it?</li> </ul>    | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>  |   |
|   | <b>RL 1.2:</b> Retell stories, including key details, and demonstrating understanding of their central message or lesson.   |

| KEY IDEAS AND DETAILS   |   |  |   |
|---|---|--|---|
| <b>RL K.3</b>   | <p><b>Standard:</b> With Prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>  |  |   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Identify settings</li> <li>• Identify major events</li> <li>• Identify problem and solution</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• identify</li> <li>• characters</li> <li>• setting/place</li> <li>• time</li> <li>• problem</li> <li>• solution</li> <li>• conclusion</li> <li>• events</li> <li>• happened</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• identificar</li> <li>• personajes</li> <br/> <li>• problema</li> <li>• solución</li> <li>• conclusión</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>• identify</li> <li>• characters</li> <li>• setting/place</li> <li>• time</li> <li>• problem</li> <li>• solution</li> <li>• conclusion</li> <li>• events</li> <li>• happened</li> </ul> | <ul style="list-style-type: none"> <li>• identificar</li> <li>• personajes</li> <br/> <li>• problema</li> <li>• solución</li> <li>• conclusión</li> </ul> |
| <ul style="list-style-type: none"> <li>• identify</li> <li>• characters</li> <li>• setting/place</li> <li>• time</li> <li>• problem</li> <li>• solution</li> <li>• conclusion</li> <li>• events</li> <li>• happened</li> </ul>  | <ul style="list-style-type: none"> <li>• identificar</li> <li>• personajes</li> <br/> <li>• problema</li> <li>• solución</li> <li>• conclusión</li> </ul>   |  |   |
| <p><b>Enduring Understanding:</b></p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>  | <p><b>Essential Question:</b></p> <p>What do good readers do?<br/>Am I clear about what I just read? How do I know?</p>   |  |   |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can define character, setting, and major event. (K)</li> <li>✓ I can identify the characters in a story. (K)</li> <li>✓ I can identify the settings in a story. (K)</li> <li>✓ I can identify the major events in a story. (K)</li> </ul>  |   |  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who are the characters in this story?</li> <li>• Who is the story about?</li> <li>• What happened in the story?</li> <li>• When did the story happen?</li> <li>• Where did the story take place?</li> <li>• What was the problem in the story?</li> <li>• How was the problem solved?</li> <li>• Are the characters alike?</li> <li>• How are they different?</li> <li>• Can you look at the picture and tell me about...?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>  |  |   |
| <p><b>Before and After:</b></p>   |   |  |   |
|   | <p><b>RL 1.3:</b> Describe characters, settings, and major events in a story, using key details.</p>  |  |   |

| CRAFT AND STRUCTURE   |  |
|---|--|
| <b>RL K.4</b>   | <p><b>Standard:</b> Ask and answer questions about unknown words in a text. <u>(See grade K Language Standards 4-6 for additional expectations.)</u></p> <p><b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identify a word</li> <li>• Ask a question</li> <li>• Use cues such as visuals, phonics, and semantics to figure out unknown words</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• unknown word</li> <li>• answer</li> <li>• question</li> <li>• text</li> </ul>   |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.  | Author's Choice: Why does it matter?<br>What makes a story a "great" story?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify unknown words in a text. (K)</li> <li>✓ I can ask questions about unknown words in a text. (S)</li> <li>✓ I can answer questions about unknown words in a text. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• I noticed _____. What do you think it means?</li> <li>• Do you have any questions about words? Let's listen again for some interesting words....</li> <li>• What do these words make you see in your mind?</li> <li>• Are there any interesting words in this story?</li> <li>• Is there something in the picture that can help you?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <p><b>RL 1.4:</b><br/>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standard 4-6 for additional expectations.)</u></p>  |

| CRAFT AND STRUCTURE  |  |
|--|--|
| <b>RL K.5</b>  | <p><b>Standard:</b> Recognize common types of texts (e.g. story books, poems, <b>fantasy, realistic text</b>).</p> <p><b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Recognize that there are different purposes for writing</li> <li>• Understand that writing is formatted in different ways</li> <li>• Know the elements of a story</li> <li>• Know the elements of poems</li> <li>• Recognize common genres                             <ul style="list-style-type: none"> <li>○ fable</li> <li>○ narrative</li> <li>○ fairytale</li> <li>○ poem</li> <li>○ rhyme</li> <li>○ counting books</li> <li>○ alphabet books</li> </ul> </li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• fiction</li> <li>• story</li> <li>• poem</li> <li>• fable</li> <li>• narrative</li> <li>• purpose</li> <li>• information</li> <li>• text</li> <li>• storybooks</li> <li>• rhyme</li> <li>• recognize</li> <li>• ficción</li> <li>• poema</li> <li>• fabula</li> <li>• narrativa</li> <li>• información</li> <li>• texto</li> <li>• rima</li> <li>• reconocer</li> </ul> |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.   | Author’s Choice: Why does it matter?<br>What makes a story a “great” story?  |
| <b>Suggested Learning Targets:</b>   |  |
| <ul style="list-style-type: none"> <li>✓ I can listen to and look at different types of text. (S)</li> <li>✓ I can explain that some texts look the same and some look different. (R)</li> <li>✓ I can recognize when a text is a storybook, poem, play, etc. (K)</li> </ul>   |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What is this book about?</li> <li>• Will this book tell us a story or help us learn something new?</li> <li>• What helps us know that his book is a _____?</li> <li>• Is this story real or not real?</li> <li>• Is this a _____ or a _____?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Tasks:</b> Students read two texts on the topic of pancakes (Tomie DePaola’s <i>Pancakes for Breakfast</i> and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a <i>storybook</i> and the text that is a <i>poem</i>.</p>  |
| <b>Before and After:</b>   |  |
|  | <p><b>RL 1.5:</b><br/>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>   |

| CRAFT AND STRUCTURE   |   |
|---|---|
| <b>RL K.6</b>   | <p><b>Standard:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Identify the name of the author</li> <li>Identify the name of the illustrator</li> <li>Tell what the author does</li> <li>Tell what the illustrator does</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>author</li> <li>illustrator</li> <li>illustration</li> <li>drawing</li> <li>written by</li> <li>illustrated by</li> <li>book</li> <li>story</li> <li>name</li> <li>front cover</li> <li>title page</li> <li>autor</li> <li>ilustrador</li> <li>ilustración</li> <li>ilustrado por</li> </ul> |
| Enduring Understanding:   | Essential Question:   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.  | Author's Choice: Why does it matter?<br>What makes a story a "great" story?   |
| Suggested Learning Targets:   |   |
| <ul style="list-style-type: none"> <li>✓ I can define author and illustrator. (K)</li> <li>✓ I can explain that authors write books and stories. (R)</li> <li>✓ I can explain that illustrators create the pictures for books and stories (R)</li> <li>✓ I can name the author and illustrator of a story. (S)</li> </ul> |   |
| Questions Stems:  | Teaching Notes and Strategies:  |
| <ul style="list-style-type: none"> <li>Who wrote this story?</li> <li>Who drew the pictures?</li> <li>Can you point to the name of the author?</li> <li>Where can I find the name of the person who wrote this story?</li> <li>What does the author do?</li> <li>What does the illustrator do?</li> </ul>                 |   |
| Before and After:   |   |
|   | <b>RL 1.6:</b> Identify who is telling the story at various points in a text.   |



**COMMON CORE ELA STANDARDS - GRADE K**

| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>  |   |
|--|---|
| <b>RL K.7</b>  | <p><b>Standard:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>Understand and follow the story’s events and plots</li> <li>Know that the illustrations help you understand more about the story, its characters, and the plot</li> <li>Connect the point of the story with the illustrations</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>illustration</li> <li>ilustraciones</li> <li>illustrator</li> <li>ilustrador</li> <li>drawing</li> <li>picture</li> <li>story</li> <li>tell</li> <li>happening</li> <li>character</li> <li>personaje</li> </ul>  |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.  | In what ways does creative choice impact an audience?<br>Whose story is it, and why does it matter?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can look at the illustrations in a story and describe what I see. (K)</li> <li>✓ I can identify the part of a story shown by the illustration. (K)</li> <li>✓ I can explain how illustrations help me understand a story. (R)</li> </ul>  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>After looking at the picture, what do you think will happen next?</li> <li>Why do you think the illustrator drew this picture?</li> <li>What can you learn about <u>          (character’s name)          </u> by looking at the pictures?</li> <li>Is there anything in the picture that helps you understand the story better?</li> <li>Point to the picture. Say: Tell me what is happening in the story?</li> <li>Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Tasks:</b><br/>Students <i>(with prompting and support from the teacher)</i> describe the relationship between key events of the overall story of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.</p>          |
| <b>Before and After:</b>   |   |
|  | <b>RL 1.7:</b> Use illustrations and details in a story to describe its characters, settings, or events.  |

| INTEGRATION OF KNOWLEDGE AND IDEAS   |  |
|--|--|
| <b>RL K.8</b>  | <p><b>Standard:</b></p> <p><b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as the relevance and sufficiency of the evidence.</p> |
| <p><b>Essential Skills/Concept:</b></p> <p style="text-align: center;"><i>Not applicable to Literature</i></p> <p><b>Academic Vocabulary/Cognates:</b></p> |  |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| <b>Suggested Learning Targets:</b>   |  |
| <b>Questions Stems:</b>  | <b>Teaching Notes and Strategies:</b>  |
| <b>Before and After:</b>   |  |
|  | <b>RL 1.8:</b>   |

| INTEGRATION OF KNOWLEDGE AND IDEAS  |   |
|---|---|
| <b>RL K.9</b>   | <p><b>Standard:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know that compare means looking for things that are alike or the same.</li> <li>• Know that contrast means looking for differences</li> <li>• Know that adventures are a series of events that make up a story</li> <li>• Understand that an experience can be part of an adventure or plot</li> <li>• Understand the what of the story</li> <li>• Identify similarities in the experiences of characters</li> <li>• Identify differences in the adventures of characters</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li style="width: 50%;">• character</li> <li style="width: 50%;">• personaje</li> <li style="width: 50%;">• story</li> <li style="width: 50%;">• aventuras</li> <li style="width: 50%;">• adventures</li> <li style="width: 50%;">• experiencias</li> <li style="width: 50%;">• compare</li> <li style="width: 50%;">• comparar</li> <li style="width: 50%;">• contrast</li> <li style="width: 50%;">• contraste</li> <li style="width: 50%;">• similar</li> <li style="width: 50%;">• diferente</li> <li style="width: 50%;">• different</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>  |
| To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.   | <p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>  |
| <b>Suggested Learning Targets:</b>  |   |
| <ul style="list-style-type: none"> <li>✓ I can identify the characters in stories I read or hear. (K)</li> <li>✓ I can describe the adventures and experiences of characters in a story. (K)</li> <li>✓ I can tell how the adventures and experiences of characters are alike. (R)</li> <li>✓ I can tell how the adventures and experiences of characters are different. (R)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What adventure did <u> (character's name) </u> have in this story?</li> <li>• How is this like another story we read?</li> <li>• Did the same things happen to <u> (character's name) </u>?</li> <li>• How were the stories different?</li> <li>• Can you think of another story that is like this one?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b><br/>                     Students <i>(with prompting and support from the teacher)</i> compare and contrast the adventures and experiences of the owl in Arnold Lobel's <i>Owl at Home</i> to those of the owl in Edward Lear's poem "The Owl and the Pussycat."</p>   |
| <b>Before and After:</b>  |   |
|   | <b>RL 1.9:</b> Compare and contrast the adventures and experiences of characters in stories.  |

| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY   |  |
|---|--|
| <b>RL K.10</b>  | <p><b>Standard:</b> Actively engage in group reading activities with purpose and understanding.</p> <p>a. <u>Activate prior knowledge related to the information and events in texts.</u></p> <p>b. <u>Use illustrations and context to make predictions about text.</u></p>   |
| <p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>  |  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Working with others in a group</li> <li>• Listening intently</li> <li>• Asking questions</li> <li>• Making an assertion</li> <li>• Taking turns</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• group</li> <li>• listen</li> <li>• purpose</li> <li>• understanding</li> <li>• books</li> <li>• activities</li> <li>• illustrations</li> <li>• events</li> <li>• content</li> <li>• predictions</li> <li>• text</li> <li>• grupo</li> <li>• actividades</li> <li>• ilustraciones</li> <li>• contenido</li> <li>• predicciones</li> <li>• texto</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.   | What do good readers do?<br>Am I clear about what I just read?<br>How do I know?   |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can follow the rules my teacher gives for listening. (S)</li> <li>✓ I can listen by facing the speaker, sitting still, and making eye contact. (S)</li> <li>✓ I can ask and answer questions about what is being read. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Today our group is going to read about...</li> <li>• Working together we will...</li> <li>• With your partner, read about...</li> <li>• Listen to what I read and be prepared to turn to a partner and retell the story in your own words.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
| <p><b>RL 1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Confirm predictions about what will happen next in text.</p>   |  |

| KEY IDEAS AND DETAILS  |   |
|--|---|
| <b>RI K.1</b>  | <p><b>Standard:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• With prompting, know how to ask a question</li> <li>• With prompting, answer questions</li> <li>• Answer who, what, when, where, how many, and how questions</li> <li>• With support determine which details are important in the text and why</li> </ul>         | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• question</li> <li>• answer</li> <li>• important</li> <li>• detail</li> <li>• text</li> <li>• importante</li> <li>• detalles</li> <li>• texto</li> </ul>  |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.  | What do good readers do?<br>Am I clear about what I just read? How do I know?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can explain that a key detail is an important part of a text. (K)</li> <li>✓ I can ask and answer questions about the key details of a text (e.g., <i>who, what, where, when, why, and how</i>). (S)</li> <li>✓ I can ask and answer questions before, during, and after reading a text. (S)</li> </ul> |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What do you think was the most important thing you learned?</li> <li>• Can you ask your partner to tell you what happened when...?</li> <li>• After modeling: Can you ask your partner how...?</li> <li>• What details are the most important to the story?</li> </ul>     | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <b>RI 1.1:</b> Ask and answer questions about key details in a text.  |

| KEY IDEAS AND DETAILS   |  |
|---|--|
| <b>RI K.2</b>   | <p><b>Standard:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know what a topic is</li> <li>• Determine the importance of particular topics in text</li> <li>• Identify the main topic</li> <li>• Know how to retell information using key details</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• identify</li> <li>• main</li> <li>• topic</li> <li>• retell</li> <li>• key</li> <li>• details</li> <li>• text</li> <li>• identificar</li> <li>• detalles</li> <li>• texto</li> </ul>  |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Effective readers use a variety of strategies to make sense of key ideas and details presented in text.   | What do good readers do?<br>Am I clear about what I just read? How do I know?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can define main topic (who or what the text is mostly about). (K)</li> <li>✓ I can identify the main topic of a text. (R)</li> <li>✓ I can retell the key details of a text. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What was this book/page about?</li> <li>• Can you tell me what you learned?</li> <li>• Can you tell me what came first?</li> <li>• Which sentence tells what this was mostly about?</li> <li>• What is the main topic of the text?</li> <li>• Can you tell me some key details of the story?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b><br/>Students (with prompting and support from the teacher) read “Garden Helpers” in National Geographic Young Explorers and demonstrate their understanding of the main idea of the text – not all bugs are bad – by retelling key details.</p> |
| <b>Before and After:</b>  |  |
|   | <b>RI 1.2:</b> Retell stories, including key details, and demonstrating understanding of their central message or lesson.  |

**COMMON CORE ELA STANDARDS - GRADE K**

| KEY IDEAS AND DETAILS  |   |
|--|---|
| <b>RI K.3</b>  | <p><b>Standard:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• With support, connect individuals and events</li> <li>• With prompting, describe main ideas in a text</li> <li>• Distinguishing what is an important piece of information</li> <li>• Know what an event is</li> <li>• Link people and their ideas</li> <li>• Tell who is doing what in a piece of text</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• support</li> <li>• individual</li> <li>• event</li> <li>• ideas</li> <li>• information</li> <li>• connection</li> <li>• cause</li> <li>• happen</li> <li>• individuo</li> <li>• eventos</li> <li>• ideas</li> <li>• información</li> <li>• conexión</li> <li>• causar</li> </ul> |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Effective readers use a variety of strategies to make sense of key ideas and details presented in text.  | What do good readers do?<br>Am I clear about what I just read?<br>How do I know?  |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can identify individuals, events, ideas, or pieces of information in a text. (K)</li> <li>✓ I can describe a connection between two individuals in a text (e.g., <i>Clifford is Emily Elizabeth’s dog.</i>). (R)</li> <li>✓ I can describe a connection between two events in a text (e.g., <i>The Pilgrims come to America; the first Thanksgiving is celebrated.</i>). (R)</li> <li>✓ I can describe a connection between two ideas or pieces of information in a text (e.g., <i>The sun and moon are both in the sky.</i>). (R)</li> </ul> |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• How are _____ and _____ connected to each other?</li> <li>• What was his/her idea?</li> <li>• What caused this to happen?</li> <li>• Support your answer with events from the text</li> <li>• What did they do to make this happen?</li> <li>• Can you tell what happened after...?</li> <li>• What information is most important?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Tasks:</b> Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley’s <i>How People Learned to Fly</i> by performing the “arm spinning” experiment described in the text.</p>                         |
| <b>Before and After:</b>   |   |
|  | <b>RI 1.3:</b> Describe characters, settings, and major events in a story, using key details.   |

| CRAFT AND STRUCTURE  |   |
|--|---|
| <b>RI K.4</b>  | <p><b>Standard:</b> With prompting and support, ask and answer questions about unknown words in a text <u>(See grade K Language Standards 4-6 for additional expectations.)</u></p> <p><b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Be able to ask question that can help solve an unknown word</li> <li>• Recognize that a word is not known</li> <li>• Be aware that there are strategies for solving unknown words</li> <li>• Know that you can use clues to help solve unknown words like picture clues, beginning letters, etc.</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• ask</li> <li>• answer</li> <li>• question</li> <li>• pictures</li> <li>• known</li> <li>• unknown</li> <li>• help</li> <li>• word(s)</li> <li>• text</li> <li>• texto</li> </ul>   |
| Enduring Understanding:  | Essential Question:   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.   | Author’s Choice: Why does it matter?<br>What makes a story a “great” story?   |
| Suggested Learning Targets:  |   |
| <ul style="list-style-type: none"> <li>✓ I can identify words I do not know in a text. (K)</li> <li>✓ I can ask questions about words I do not know in a text. (S)</li> <li>✓ I can answer questions about words I do not know in a text. (S)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Do you know something about that word that will help you?</li> <li>• Is this a word that I should try to understand or is important?</li> <li>• What can you do to get help?</li> <li>• Is there someone you can ask who might be able to help you?</li> <li>• Is there something in the picture that can help you figure out what the word is?</li> <li>• Do any of the sentences around that word help me understand what it means?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Tasks:</b><br/>Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s What Do you Do with a Tail Like This?</p>   |
| Before and After:  |   |
|  | <p><b>RI 1.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standard 4-6 for additional expectations.)</u></p>   |



| CRAFT AND STRUCTURE   |  |
|---|--|
| <b>RI K.5</b>   | <p><b>Standard:</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>     |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identify the front cover</li> <li>• Identify the back cover</li> <li>• Identify the title page</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• front</li> <li>• back</li> <li>• identify</li> <li>• title</li> <li>• book</li> <li>• page</li> <li>• cover</li> <li>• different</li> <li>• identificar</li> <li>• titulo</li> <li>• pagina</li> <li>• diferente</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.  | Author’s Choice: Why does it matter?<br>What makes a story a “great” story?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify the front cover and back cover of a book. (K)</li> <li>✓ I can explain that a title page is inside of a book. (R)</li> <li>✓ I can identify the title page of a book. (K)</li> </ul>                              |  |
| <b>Questions Stems:</b>   | <b>Teaching Notes and Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Show me the...</li> <li>• Identify the...</li> <li>• Open your book to the title page.</li> <li>• How would you hold this book to read it to the class?</li> <li>• Can you identify the different parts of this book?</li> </ul> |  |
| <b>Before and After:</b>  |  |
|   | <b>RI 1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  |

| CRAFT AND STRUCTURE  |  |
|--|--|
| <b>RI K.6</b>  | <p><b>Standard:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identify the name of the author</li> <li>• Identify the name of the illustrator</li> <li>• Define the role of the author</li> <li>• Define the role of the illustrator</li> <li>• Analyze how the author presents information or ideas</li> <li>• Analyze how the illustrations present information or ideas</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• written by</li> <li>• illustrated by</li> <li>• drawings</li> <li>• identify</li> <li>• book</li> <li>• ideas</li> <li>• information</li> <li>• author</li> <li>• illustrator</li> <li>• ilustrado por</li> <li>• identificar</li> <li>• ideas</li> <li>• información</li> <li>• autor</li> <li>• ilustrador</li> </ul> |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.   | Author’s Choice: Why does it matter?<br>What makes a story a “great” story?  |
| <b>Suggested Learning Targets:</b>   |  |
| <ul style="list-style-type: none"> <li>✓ I can define author and illustrator. (K)</li> <li>✓ I can explain that authors write texts. (R)</li> <li>✓ I can explain that illustrators create the pictures for texts. (R)</li> <li>✓ I can name the author and illustrator of a text. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Point to the name of the...</li> <li>• Show me the name of...</li> <li>• Identify the...</li> <li>• What does the author do?</li> <li>• What does the illustrator do?</li> <li>• What is the author telling us?</li> <li>• How do the pictures/illustrations help us learn about...?</li> </ul>                                  | <p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b><br/>Students identify Edith Thacher Hurd as the author of Starfish and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text.</p>  |
| <b>Before and After:</b>   |  |
|  | <b>RI 1.6:</b> Identify who is telling the story at various points in a text.  |

| INTEGRATION OF KNOWLEDGE AND IDEAS  |  |
|---|--|
| <b>RI K.7</b>   | <p><b>Standard:</b> With prompting and support, describe the relationship between illustrations and text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>Understand and follow the information in the text</li> <li>Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about</li> <li>With help, connect the illustrations with the message</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>illustration</li> <li>describe</li> <li>relationship</li> <li>text</li> <li>person</li> <li>place</li> <li>idea</li> <li>thing</li> <li>depicts</li> <li>shows</li> <li>ilustración</li> <li>describir</li> <li>relación</li> <li>texto</li> <li>persona</li> <li>idea</li> </ul>       |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.   | In what ways does creative choice impact an audience?<br>Whose story is it, and why does it matter?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can look at the illustrations in a text and describe what I see. (K)</li> <li>✓ I can identify the part of a text shown by the illustration. (K)</li> <li>✓ I can explain how illustrations help me understand a text. (R)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What can you learn from the illustrations?</li> <li>What do you think the writer is trying to say? What in the picture helps you think that?</li> <li>Why do you think they put in that picture?</li> <li>Does the illustration match what the writer is trying to say?</li> <li>Do you think the story and the picture are connected?</li> <li>Describe how the picture helps you understand what the author has written.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
| <p><b>RI 1.7:</b> Use illustrations and details in a story to describe its characters, settings, or events.</p>   |  |

| INTEGRATION OF KNOWLEDGE AND IDEAS  |  |
|---|--|
| <b>RI K.8</b>   | <p><b>Standard:</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>                 |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know that an author writes to share what they think</li> <li>• Know that authors use details to help make a point</li> <li>• Understand that authors try to explain their thinking</li> <li>• Know that an author may have more than one reason to explain his thinking.</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• reasons</li> <li>• author</li> <li>• explains</li> <li>• tells</li> <li>• writing</li> <li>• text</li> <li>• support</li> <li>• points</li> <li>• razones</li> <li>• autor</li> <li>• explica</li> <li>• texto</li> <li>• puntos</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and evaluate content, reasoning, and claims in diverse formats.  | <p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>   |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify why an author wrote a text. (K)</li> <li>✓ I can identify the points an author makes in a text (e.g., <i>Everyone should recycle.</i>). (K)</li> <li>✓ I can identify the author’s reasons to support main points. (e.g., <i>Everyone should recycle because landfills are becoming full.</i>).(R)</li> </ul> |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What does the writer think about this problem?</li> <li>• Why do you think the author wrote that?</li> <li>• Were there any reasons why you think the author...?</li> <li>• What in the writing made you think that?</li> </ul>   | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <p><b>RI 3.8:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>   |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>   |  |
|---|--|
| <b>RI K.9</b>   | <p><b>Standard:</b> With prompting and support, identify basic similarities in and between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>                    |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand texts</li> <li>• State what the text is about</li> <li>• Identify the similarities in the two texts</li> <li>• Identify the differences between the two texts</li> <li>• Tell how the illustrations, descriptions or procedures are the same or different</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• picture</li> <li>• ilustraciones</li> <li>• illustrations</li> <li>• procedure</li> <li>• steps</li> <li>• first, then, next</li> <li>• text</li> <li>• texto</li> <li>• topic</li> <li>• differences</li> <li>• diferencias</li> <li>• similarities</li> <li>• same</li> </ul> |
| <p><b>Enduring Understanding:</b></p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.</p>  | <p><b>Essential Question:</b></p> <p>In what ways does creative choice impact an audience?<br/>Whose story is it, and why does it matter?</p>  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify how two texts on the same topic are alike. (R)</li> <li>✓ I can identify how two texts on the same topic are different. (R)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what this text is about?</li> <li>• Can you tell me how this picture is the same as this one?</li> <li>• We read two books, what was different about them?</li> <li>• We are going to compare these two books. How were they the same?</li> <li>• We are going to fill in this chart; can you tell me how the two texts we read were different?</li> <li>• What happened first? What happened next? Was this the same order as what we read in the other book?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <p><b>RI 1.9:</b> Compare and contrast the adventures and experiences of characters in stories.</p>  |

| INTEGRATION OF KNOWLEDGE AND IDEAS   |   |
|--|---|
| <b>RI K.10</b>   | <p><b>Standard:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a. <u>Activate prior knowledge related to the information and events in texts.</u></b></p> <p><b>b. <u>Use illustrations and content to make predictions about text.</u></b></p>              |
| <p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>   |   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Work in groups</li> <li>• Read with a purpose</li> <li>• Understand what is read individually</li> <li>• Understand what is read by others</li> <li>• Contribute to the group to help understand what is being read</li> </ul>                                  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• working together</li> <li>• group</li> <li>• activities</li> <li>• purpose</li> <li>• understanding</li> <li>• partner</li> <li>• cooperate</li> <li>• grupo</li> <li>• actividades</li> <li>• cooperar</li> </ul> |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.  | What do good readers do?<br>Am I clear about what I just read? How do I know?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can follow the rules my teacher gives for listening. (S)</li> <li>✓ I can listen by facing the speaker, sitting still, and making eye contact. (S)</li> <li>✓ I can ask and answer questions about what is being read. (S)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Remember to work together so that you can...</li> <li>• Everyone needs to help.</li> <li>• Talk to your partner about...</li> <li>• Help your partner...</li> <li>• Everyone needs to take a turn talking about what is happening on the page, in the book...</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
| <p><b>RI 1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>a. <u>Activate prior knowledge related to the information and events in texts.</u></b></p> <p><b>b. <u>Confirm predictions about what will happen next in text.</u></b></p>  |   |

| PRINT CONCEPTS  |  |   |
|---|--|---|
| <b>RF K.1a</b>  | <p><b>Standard:</b> Demonstrate understanding of the organizations and basic features of print.</p> <p><b>RFK.1a</b> Follow words from left to right, top to bottom, and page by page.</p> | <p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Follow print from left to right</li> <li>• Follow print from top to bottom</li> <li>• Track each word across the page</li> <li>• Track print across several pages</li> </ul>   |  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• direction</li> <li>• left</li> <li>• right</li> <li>• top</li> <li>• bottom</li> <li>• page</li> <li>• print</li> <li>• word (s)</li> <li>• sentence</li> <li>• dirección</li> <li>• pagina</li> </ul> |
| <p><b>Enduring Understanding:</b></p> <p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>   |  | <p><b>Essential Question:</b></p> <p>What do good readers do?<br/>What do good writers do?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can hold a book correctly. (K)</li> <li>✓ I can recognize that books are read from left to right and top to bottom. (K)</li> <li>✓ I can turn pages in a book from front to back and read the left page before the right. (S)</li> <li>✓ I can recognize that words are created by putting letters together in a specific order. (K)</li> <li>✓ I can recognize that words are separated by spaces before and after them. (R)</li> <li>✓ I can recognize the difference between upper-and lowercase letters. (R)</li> <li>✓ I can name all uppercase and lowercase letters in the alphabet. (S)</li> </ul> |  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Show me where I start reading.</li> <li>• Which way do I go next?</li> <li>• Point to the first word on this page.</li> <li>• Point to the last word on the page.</li> <li>• Point to each word as I read the sentence/page.</li> </ul>   |  | <p><b>Teaching Notes and Strategies:</b></p>  |
| <p><b>Before and After:</b></p>   |  |   |
|   |  | <p><b>RF 1.1</b> Demonstrate understanding of the organizations and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p>  |

| PRINT CONCEPTS  |   |   |
|---|---|---|
| <b>RF K.1b</b>  | <p><b>Standard:</b> Demonstrate understanding of the organizations and basic features of print.</p> <p><b>RFK.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters</p> | <p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Distinguish words from letters or groups of letters</li> <li>• Recognize the relationship between letters and sounds</li> <li>• Know that the print, not the picture, represents written language</li> </ul>   |   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• print</li> <li>• text</li> <li>• information</li> <li>• words</li> <li>• sentence</li> <li>• texto</li> <li>• información</li> </ul> |
| <p><b>Enduring Understanding:</b></p> <p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>   |   | <p><b>Essential Question:</b></p> <p>What do good readers do?<br/>What do good writers do?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can hold a book correctly. (K)</li> <li>✓ I can recognize that books are read from left to right and top to bottom. (K)</li> <li>✓ I can turn pages in a book from front to back and read the left page before the right. (S)</li> <li>✓ I can recognize that words are created by putting letters together in a specific order. (K)</li> <li>✓ I can recognize that words are separated by spaces before and after them. (R)</li> <li>✓ I can recognize the difference between upper-and lowercase letters. (R)</li> <li>✓ I can name all uppercase and lowercase letters in the alphabet. (S)</li> </ul> |   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• Can you point to the words on the page?</li> <li>• How can we write that</li> <li>• Where can we find things to read?</li> </ul>   |   | <p><b>Teaching Notes and Strategies:</b></p>  |
| <p><b>Before and After:</b></p>   |   |   |
|   |   | <p><b>RF 1.1</b> Demonstrate understanding of the organizations and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>    |



| PRINT CONCEPTS  |  |
|---|--|
| <b>RF K.1c</b>  | <p><b>Standard:</b> Demonstrate understanding of the organizations and basic features of print.</p> <p><b>RFK.1c</b> Understand that words are separated by spaces in print.</p>   |
| <b>Anchor:</b> Anchor standards do not exist for RF standards.  |  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Recognize space</li> <li>Between/around</li> <li>Recognize words</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>sentence</li> <li>space</li> <li>word</li> <li>between</li> <li>print</li> <li>separated</li> <li>espacio</li> <li>separados</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Foundational elements of literacy require a working knowledge of the organization and basic features of print.  | What do good readers do?<br>What do good writers do?   |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can hold a book correctly. (K)</li> <li>✓ I can recognize that books are read from left to right and top to bottom. (K)</li> <li>✓ I can turn pages in a book from front to back and read the left page before the right. (S)</li> <li>✓ I can recognize that words are created by putting letters together in a specific order. (K)</li> <li>✓ I can recognize that words are separated by spaces before and after them. (R)</li> <li>✓ I can recognize the difference between upper-and lowercase letters. (R)</li> <li>✓ I can name all uppercase and lowercase letters in the alphabet. (S)</li> </ul> |  |
| <b>Questions Stems:</b>   | <b>Teaching Notes and Strategies:</b>  |
| <ul style="list-style-type: none"> <li>Can you point to a word?</li> <li>Can you draw a line between the words in the story?</li> <li>Can you make a circle around every word in the sentence?</li> <li>Can you count the words in the sentence?</li> <li>How many words do you see in the title?</li> <li>Can you show me the first word in the sentence?</li> </ul>   |  |
| <b>Before and After:</b>  |  |
|   | <p><b>RF 1.1</b> Demonstrate understanding of the organizations and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>     |

| PRINT CONCEPTS  |  |   |
|---|--|---|
| <b>RF K.1d</b>  | <p><b>Standard:</b> Demonstrate understanding of the organizations and basic features of print.</p> <p><b>RFK.1d</b> Recognize and name all upper-and lowercase letters of the alphabet.</p> | <p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Identify, recognize, and name all uppercase (capital) letters.</li> <li>Identify, recognize, and name all lowercase letters.</li> </ul>  |  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>uppercase</li> <li>lowercase</li> <li>letters</li> <li>matching</li> <li>recognize</li> <li>point</li> <li>read</li> <li>capital</li> <li>alphabet</li> <li>ABC's</li> <li>letras</li> <li>reconocer</li> <li>apuntar</li> <li>alfabeto</li> </ul> |
| <p><b>Enduring Understanding:</b></p> <p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>   |  | <p><b>Essential Question:</b></p> <p>What do good readers do?<br/>What do good writers do?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can hold a book correctly. (K)</li> <li>✓ I can recognize that books are read from left to right and top to bottom. (K)</li> <li>✓ I can turn pages in a book from front to back and read the left page before the right. (S)</li> <li>✓ I can recognize that words are created by putting letters together in a specific order. (K)</li> <li>✓ I can recognize that words are separated by spaces before and after them. (R)</li> <li>✓ I can recognize the difference between upper-and lowercase letters. (R)</li> <li>✓ I can name all uppercase and lowercase letters in the alphabet. (S)</li> </ul> |  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you show me an uppercase _____?</li> <li>Can you name this/these letters _____?</li> <li>(While pointing to an upper- or lowercase letter)<br/>Can you find a letter that looks like this?</li> <li>Tell me the name of each letter as I point to it.</li> <li>Point to an read these letters.</li> <li>Match capital letters to the lowercase letters.</li> </ul>  |  | <p><b>Teaching Notes and Strategies:</b></p>  |
| <p><b>Before and After:</b></p>   |  |   |
|   |  | <p><b>RF 1.1</b> Demonstrate understanding of the organizations and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>  |

| PHONOLOGICAL AWARENESS  |   |   |
|---|---|---|
| <b>RF K.2a</b>  | <b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br><b>RFK.2a</b> Recognize and produce rhyming words. | <b>Anchor:</b> Anchor standards do not exist for RF standards.  |
| <b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>• Sound recognition</li> <li>• Word endings</li> <li>• Sameness/difference of sounds</li> <li>• Repetition</li> <li>• Isolating the sounds at the end of a word</li> </ul>  |   | <b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>• sound</li> <li>• ending</li> <li>• rhyme</li> <li>• same</li> <li>• different</li> <li>• sonido</li> <li>• rima</li> <li>• diferente</li> </ul> |
| <b>Enduring Understanding:</b>  |   | <b>Essential Question:</b>  |
| Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.  |   | Why are sounds and letters important?<br>How do sounds and letters create words?  |
| <b>Suggested Learning Targets:</b>  |   |   |
| <ul style="list-style-type: none"> <li>✓ I can recognize words with the same end sound. (K)</li> <li>✓ I can recognize that words with the same end sound rhyme. (K)</li> <li>✓ I can rhyme one word with another. (S)</li> <li>✓ I can recognize that a syllable has one vowel sound. (K)</li> <li>✓ I can break words into syllables by clapping, snapping, or counting. (S)</li> <li>✓ I can say each syllable sound in a word. (S)</li> <li>✓ I can blend syllables to say a complete word. (S)</li> <li>✓ I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words). (K)</li> <li>✓ I can blend letter sounds to say a single syllable word. (S)</li> <li>✓ I can add or change beginning, middle, or end sounds to create new words. (S)</li> </ul> |   |   |
| <b>Questions Stems:</b> <ul style="list-style-type: none"> <li>• What do you notice about these words?</li> <li>• Do these words sound the same?</li> <li>• Does this word rhyme with _____?</li> <li>• Can you name/say another word that sounds like this one?</li> <li>• Do these words end the same or are they different?</li> </ul>   |   | <b>Teaching Notes and Strategies:</b>   |
| <b>Before and After:</b>  |   |   |
|   |   | <b>RF 1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.  |

**COMMON CORE ELA STANDARDS - GRADE K**

| PHONOLOGICAL AWARENESS   |  |   |
|--|--|---|
| <b>RF K.2b</b>   | <b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br><b>RFK.2b</b> Count, pronounce, blend, and segment syllables in spoken words. | <b>Anchor:</b> Anchor standards do not exist for RF standards.  |
| <b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Reproducing sounds</li> <li>• Sequence of sounds</li> <li>• Blending sounds</li> <li>• Segmenting sounds</li> </ul>  |  | <b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>• sound</li> <li>• count</li> <li>• first</li> <li>• last</li> <li>• blend</li> <li>• segment</li> <li>• take apart</li> <li>• repeat</li> <li>• sonido</li> <li>• contar</li> <li>• segmento</li> <li>• repetir</li> </ul> |
| <b>Enduring Understanding:</b><br>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.   |  | <b>Essential Question:</b><br>Why are sounds and letters important?<br>How do sounds and letters create words?  |
| <b>Suggested Learning Targets:</b> <ul style="list-style-type: none"> <li>✓ I can recognize words with the same end sound. (K)</li> <li>✓ I can recognize that words with the same end sound rhyme. (K)</li> <li>✓ I can rhyme one word with another. (S)</li> <li>✓ I can recognize that a syllable has one vowel sound. (K)</li> <li>✓ I can break words into syllables by clapping, snapping, or counting. (S)</li> <li>✓ I can say each syllable sound in a word. (S)</li> <li>✓ I can blend syllables to say a complete word. (S)</li> <li>✓ I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words). (K)</li> <li>✓ I can blend letter sounds to say a single syllable word. (S)</li> <li>✓ I can add or change beginning, middle, or end sounds to create new words. (S)</li> </ul> |  |   |
| <b>Questions Stems:</b> <ul style="list-style-type: none"> <li>• How many sounds do you hear?</li> <li>• Where do you hear that sound?</li> <li>• What do you hear first?</li> <li>• Repeat these sounds.</li> <li>• Listen as I say these sounds slowly. Say them with me. Let's say them fast.</li> <li>• Listen to this word. Say the sounds slowly.</li> <li>• Use Elkonin/sound boxes.</li> </ul>   |  | <b>Teaching Notes and Strategies:</b>   |
| <b>Before and After:</b>   |  |   |
|  |  | <b>RF 1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>PHONOLOGICAL AWARENESS</b>   |   |
|---|---|
| <b>RF K.2c</b>  | <p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RFK.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>   |
| <b>Anchor:</b> Anchor standards do not exist for RF standards.  |   |
| <b>Essential Skills/Concept:</b>  | <b>Academic Vocabulary/Cognates:</b>  |
| <ul style="list-style-type: none"> <li>• Blending sounds to form words</li> <li>• Segmenting sounds</li> <li>• Hearing onsets</li> <li>• Hearing rimes</li> <li>• Determining syllables in words</li> </ul>   | <ul style="list-style-type: none"> <li style="width: 50%;">• blend</li> <li style="width: 50%;">• segmentar</li> <li style="width: 50%;">• segment</li> <li style="width: 50%;">• sílabas</li> <li style="width: 50%;">• take apart</li> <li style="width: 50%;">• partes</li> <li style="width: 50%;">• onset</li> <li style="width: 50%;">• syllables</li> <li style="width: 50%;">• parts</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>  |
| Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.  | <p>Why are sounds and letters important?</p> <p>How do sounds and letters create words?</p>   |
| <b>Suggested Learning Targets:</b>  |   |
| <ul style="list-style-type: none"> <li>✓ I can recognize words with the same end sound. (K)</li> <li>✓ I can recognize that words with the same end sound rhyme. (K)</li> <li>✓ I can rhyme one word with another. (S)</li> <li>✓ I can recognize that a syllable has one vowel sound. (K)</li> <li>✓ I can break words into syllables by clapping, snapping, or counting. (S)</li> <li>✓ I can say each syllable sound in a word. (S)</li> <li>✓ I can blend syllables to say a complete word. (S)</li> <li>✓ I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words). (K)</li> <li>✓ I can blend letter sounds to say a single syllable word. (S)</li> <li>✓ I can add or change beginning, middle, or end sounds to create new words. (S)</li> </ul> |   |
| <b>Questions Stems:</b>   | <b>Teaching Notes and Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• How many parts do you hear in these words?</li> <li>• What word do you get when you put this sound with this chunk?</li> <li>• What word do you get when you add ___ to ___ (ex. /m/ to /at/)</li> <li>• How many syllables does this word have?</li> <li>• When you take apart this word, do you see another word?</li> </ul>   |   |
| <b>Before and After:</b>  |   |
|   | <p><b>RF 1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>   |

| PHONOLOGICAL AWARENESS  |   |   |
|---|---|---|
| <b>RF K.2d</b>  | <b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br><b>RFK.2d Blend two or three phonemes into recognizable words.</b> | <b>Anchor:</b> Anchor standards do not exist for RF standards.  |
| <b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>• Differentiate sounds</li> <li>• Know that words are made up of sounds that are put together</li> <li>• Sustain the sounds of letters until the next sound is added</li> <li>• Put the different sounds together quickly</li> </ul>  |   | <b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>• blend</li> <li>• sound</li> <li>• phoneme</li> <li>• whole word</li> <li>• parts</li> <li>• put together</li> <li>• sonido</li> </ul> |
| <b>Enduring Understanding:</b>  |   | <b>Essential Question:</b>  |
| Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.  |   | Why are sounds and letters important?<br>How do sounds and letters create words?  |
| <b>Suggested Learning Targets:</b>  |   |   |
| <ul style="list-style-type: none"> <li>✓ I can recognize words with the same end sound. (K)</li> <li>✓ I can recognize that words with the same end sound rhyme. (K)</li> <li>✓ I can rhyme one word with another. (S)</li> <li>✓ I can recognize that a syllable has one vowel sound. (K)</li> <li>✓ I can break words into syllables by clapping, snapping, or counting. (S)</li> <li>✓ I can say each syllable sound in a word. (S)</li> <li>✓ I can blend syllables to say a complete word. (S)</li> <li>✓ I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words). (K)</li> <li>✓ I can blend letter sounds to say a single syllable word. (S)</li> <li>✓ I can add or change beginning, middle, or end sounds to create new words. (S)</li> </ul> |   |   |
| <b>Questions Stems:</b> <ul style="list-style-type: none"> <li>• Today we will put together sounds to make words.</li> <li>• Listen to the sounds; how many do you hear?</li> <li>• Listen to the sounds; blend the sound to say the whole word.</li> <li>• Blend the word parts together and say the whole word.</li> </ul>  |   | <b>Teaching Notes and Strategies:</b>   |
| <b>Before and After:</b>  |   |   |
|   |   | <b>RF 1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).                 |

# COMMON CORE ELA STANDARDS - GRADE K

| PHONOLOGICAL AWARENESS  |   |
|---|---|
| <b>RF K.2e</b>  | <p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RFK.2e</b> Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> |
| <b>Anchor:</b> Anchor standards do not exist for RF standards.  |   |
| <b>Essential Skills/Concept:</b>  | <b>Academic Vocabulary/Cognates:</b>  |
| <ul style="list-style-type: none"> <li>Hear beginning and final sounds in three phoneme words</li> <li>Hear and pronounce the medial vowel sound in three-phoneme words</li> </ul>  | <ul style="list-style-type: none"> <li>sound</li> <li>beginning</li> <li>middle</li> <li>vowel</li> <li>identify</li> <li>tell</li> <li>hear</li> <li>word</li> <li>end</li> <li>sonido</li> <li>medio</li> <li>vocal</li> <li>identificar</li> </ul>   |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>  |
| Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.  | Why are sounds and letters important?<br>How do sounds and letters create words?  |
| <b>Suggested Learning Targets:</b>  |   |
| <ul style="list-style-type: none"> <li>✓ I can recognize words with the same end sound. (K)</li> <li>✓ I can recognize that words with the same end sound rhyme. (K)</li> <li>✓ I can rhyme one word with another. (S)</li> <li>✓ I can recognize that a syllable has one vowel sound. (K)</li> <li>✓ I can break words into syllables by clapping, snapping, or counting. (S)</li> <li>✓ I can say each syllable sound in a word. (S)</li> <li>✓ I can blend syllables to say a complete word. (S)</li> <li>✓ I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words). (K)</li> <li>✓ I can blend letter sounds to say a single syllable word. (S)</li> <li>✓ I can add or change beginning, middle, or end sounds to create new words. (S)</li> </ul> |   |
| <b>Questions Stems:</b>   | <b>Teaching Notes and Strategies:</b>   |
| <ul style="list-style-type: none"> <li>I will say a word; tell me what sound you hear first.</li> <li>In the word _____ what is the beginning sound?</li> <li>I will say a word, what sound do you hear at the end?</li> <li>Say the word with me. What sound did you make fist/last?</li> <li>Listen as I says the word. What sound do you hear in the middle?</li> <li>What vowel do you hear in the middle of the word _____?</li> <li>In the word _____, what vowel sound do you hear?</li> </ul>   |   |
| <b>Before and After:</b>  |   |
|   | <b>RF 1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |

# COMMON CORE ELA STANDARDS - GRADE K

| PHONICS AND WORD RECOGNITION   |  |
|--|--|
| <p><b>RF K.3</b></p> <p><b>Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b></p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>Associate the long and short sounds with common spellings (graphemes) for five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>   | <p><b>Anchor:</b> Anchor standards do not exist for RF standards.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Produce sound (s) that correspond to a given letter</li> <li>Track across a word and produce the corresponding sounds</li> <li>Know the difference between vowels and consonants</li> <li>Understand that vowels have long sounds</li> <li>Understand that vowels have short sounds</li> <li>Hear and distinguish the differences between long and short vowel sounds</li> <li>Know a word to automaticity and recall it on sight</li> <li>Read high frequency words in text</li> <li>Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan</li> <li>Recall the sounds of two words and identify the differences in the words</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>sounds • sonido</li> <li>word</li> <li>same</li> <li>different • diferente</li> <li>letter • letra</li> <li>read</li> <li>spell</li> <li>vowels • vocales</li> <li>sight word</li> </ul>  |
| <p><b>Enduring Understanding:</b></p> <p>Word analysis and decoding skills are foundational for success as a reader.</p>   | <p><b>Essential Question:</b></p> <p>How do sounds and letters create words?<br/>When a word doesn't make sense, what can I do?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can say the most common sound of each consonant. (S)</li> <li>✓ I can identify the five major vowels. (K)</li> <li>✓ I can say the long and short sounds for each vowel. (S)</li> <li>✓ I can recognize the common spellings of long and short vowel sounds. (K)</li> <li>✓ I can recognize common words found in text. (K)</li> <li>✓ I can read common words without having to sound them out. (S)</li> <li>✓ I can identify words with similar spellings. (K)</li> <li>✓ I can identify the letter sound that is different in words with similar spellings. (S)</li> </ul>   |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>When I point to a letter tell me the sound that it makes.</li> <li>When I say a sound, write the letter/letters that make that sound.</li> <li>When I say <i>hat</i> what letter do you hear in the middle?</li> <li>How would you spell the word _____?</li> <li>Which vowel do you hear, when I say _____?</li> <li>As you point to a list of high frequency words, "<i>Can you read these words for me?</i>"</li> <li>I will say two words tell me if they are the same or different.</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p>   |
| <p><b>Before and After:</b></p>  |  |
|  | <p><b>RF 1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> |



| FLUENCY  |  |
|--|--|
| <b>RF K.4</b>  | <b>Standard:</b> Read emergent-reader texts with purpose and understanding.  |
| <b>Anchor:</b> Anchor standards do not exist for RF standards.   |  |
| <b>Essential Skills/Concept:</b>   | <b>Academic Vocabulary/Cognates:</b>   |
| <ul style="list-style-type: none"> <li>• Understand and use concepts of print and book handling skills</li> <li>• Know that text has meaning and an author’s message</li> <li>• Use predictable patterns to read text</li> <li>• Know and use a corpus of words to make meaning of text</li> <li>• Master high frequency words with automaticity.</li> <li>• Know how punctuation works to help comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• purpose</li> <li>• author</li> <li>• expression</li> <li>• understanding</li> <li>• punctuation</li> <li>• period</li> <li>• message</li> <li>• story</li> <li>• autor</li> <li>• expresión</li> <li>• puntuación</li> <li>• mensaje</li> </ul>   |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| Fluent readers accurately process print with expression at an appropriate rate.  | What do good readers do?<br>Why does fluency matter?   |
| <b>Suggested Learning Targets:</b>   |  |
| <ul style="list-style-type: none"> <li>✓ I can recognize common sight words in a text. (K)</li> <li>✓ I can read a text with common sight words. (S)</li> <li>✓ I can use the pictures in a text to help me understand it. (S)</li> <li>✓ I can retell the story I read. (S)</li> </ul>  |  |
| <b>Questions Stems:</b>  | <b>Teaching Notes and Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Can you read this book for me?</li> <li>• What can you do when you get to a word you don’t know?</li> <li>• Is this book going to tell you a story or is it going to help you learn about something?</li> <li>• What is this book about?</li> <li>• What do you think the author is trying to tell you?</li> </ul>  |  |
| <b>Before and After:</b>   |  |
|  | <p><b>RF1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>TEXT TYPES AND PURPOSES</b>  |  |
|---|--|
| <b>W K.1</b>  | <p><b>Standard:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is. . . ).</p> <p><b>Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Draw a picture</li> <li>• Know that a story tells about something that happened</li> <li>• Understand that ideas can be conveyed through writing, drawing pictures or telling</li> <li>• Make a choice and give reasons for that choice</li> <li>• Understand that letters and the sounds that they make can be written</li> <li>• Understand that a title is the name of a book</li> <li>• Give the name of the book when writing about that book</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• author</li> <li>• expression</li> <li>• understanding</li> <li>• punctuation</li> <li>• period</li> <li>• message</li> <li>• story</li> <li>• autor</li> <li>• expresión</li> <li>• puntuación</li> <li>• mensaje</li> </ul>   |
| <p><b>Enduring Understanding:</b></p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>  | <p><b>Essential Question:</b></p> <p>What do good writers do?<br/>What’s my purpose and how do I develop it?</p>   |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify the topic or name of a book. (K)</li> <li>✓ I can determine my opinion or preference on a topic or book. (R)</li> <li>✓ I can use drawings and words to share my opinion or preference about a topic or book. (P)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What are you writing about?</li> <li>• Which is your favorite (animal, book, food)? Don’t forget to put that in your writing.</li> <li>• How will you start your writing?</li> <li>• Can you tell me what you like and I will write down what you say?</li> <li>• Can you tell me about your picture and I will help you write about your picture?</li> <li>• Can you use this frame to start your writing? My favorite _____ is _____. or I like _____ because _____.</li> <li>• Start your writing by using this sentence starter... The name of my favorite book is_____.</li> <li>• Can you tell why you like this book, animal, color...?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p> <p>See Appendix C: Favorite Book (K) p.6</p>  |
| <p><b>Before and After:</b></p>   |  |
|   | <p><b>W 1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>  |

| TEXT TYPES AND PURPOSES  |  |
|--|--|
| <b>W K.2</b>   | <p><b>Standard:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>Anchor:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Choose a topic to write about</li> <li>Decide what information they will write about</li> <li>Organize the ideas</li> <li>Use drawings about the topic to support the written ideas</li> <li>Use phonetic spelling to compose written text</li> <li>Tell what they are writing about</li> <li>Use details about their topic in their writing</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>inform</li> <li>explain</li> <li>write</li> <li>details</li> <li>tell about</li> <li>compose</li> <li>topic</li> <li>informar</li> <li>explicar</li> <li>detalles</li> <li>componer</li> <li>nombre</li> </ul>  |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.  | What do good writers do?<br>What's my purpose and how do I develop it?   |
| <b>Suggested Learning Targets:</b>   |  |
| ✓ I can select a topic and information to share. (S)<br>✓ I can use drawings and words to name and give information about a topic. (P)   |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What are you writing about?</li> <li>How will you start your writing?</li> <li>Can you tell me what you like and I will write down what you say?</li> <li>Can you tell me about your picture and I will help you write about your picture?</li> <li>Can you tell some more about...</li> <li>Why don't you tell what it looks like and what it does?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>   |  |
|  | <b>W 1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |

| TEXT TYPES AND PURPOSES  |  |
|--|--|
| <b>W K.3</b>   | <p><b>Standard:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Draw a picture that tells a story</li> <li>• Be able to talk about what has been drawn</li> <li>• Know what an event is</li> <li>• Know the who, what, when of the event</li> <li>• Retell the event in the order that it happened</li> <li>• Retell a series of events in the order in which they happened</li> <li>• Recall how they felt during the event/series of events</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• combine</li> <li>• draw</li> <li>• retell</li> <li>• events</li> <li>• order</li> <li>• happen</li> <li>• reaction</li> <li>• combinar</li> <li>• orden</li> <li>• reacción</li> </ul>  |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>   |
| Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.  | <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>  |
| <b>Suggested Learning Targets:</b>   |  |
| <ul style="list-style-type: none"> <li>✓ I can tell a story about something that happened. (S)</li> <li>✓ I can tell what happened first, next, and last. (S)</li> <li>✓ I can create drawings to show what happened in my story. (P)</li> <li>✓ I can describe how I feel about what happened in my story. (R)</li> </ul>   |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What will you draw and write about today?</li> <li>• We all went to the _____. Today you will write a story about what happened and what we did.</li> <li>• After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part then you will come and tell me about what you drew.</li> <li>• Draw a picture that shows how you feel and then tell about what you drew.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>   |  |
|  | <p><b>W 1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>  |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>TEXT TYPES AND PURPOSES</b>  |   |   |
|---|---|---|
| <b>W K.3</b>  | <b>Standard:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | <b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| <b>Essential Skills/Concept:</b>  |   | <b>Academic Vocabulary/Cognates:</b>  |
| <ul style="list-style-type: none"> <li>• Draw a picture that tells a story</li> <li>• Be able to talk about what has been drawn</li> <li>• Know what an event is</li> <li>• Know the who, what, when of the event</li> <li>• Retell the event in the order that it happened</li> <li>• Retell a series of events in the order in which they happened</li> <li>• Recall how they felt during the event/series of events</li> </ul>   |   | <ul style="list-style-type: none"> <li>• combine</li> <li>• draw</li> <li>• retell</li> <li>• events</li> <li>• order</li> <li>• happen</li> <li>• reaction</li> <li>• combinar</li> <li>• orden</li> <li>• reacción</li> </ul> |
| <b>Enduring Understanding:</b>  |   | <b>Essential Question:</b>  |
| Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.   |   | What do good writers do?<br>What's my purpose and how do I develop it?  |
| <b>Suggested Learning Targets:</b>  |   |   |
| <ul style="list-style-type: none"> <li>✓ I can tell a story about something that happened. (S)</li> <li>✓ I can tell what happened first, next, and last. (S)</li> <li>✓ I can create drawings to show what happened in my story. (P)</li> <li>✓ I can describe how I feel about what happened in my story. (R)</li> </ul>  |   |   |
| <b>Questions Stems:</b>   |   | <b>Teaching Notes and Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• What will you draw and write about today?</li> <li>• We all went to the _____. Today you will write a story about what happened and what we did.</li> <li>• After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part then you will come and tell me about what you drew.</li> <li>• Draw a picture that shows how you feel and then tell about what you drew.</li> </ul> |   |   |
| <b>Before and After:</b>  |   |   |
|   |   | <b>W 1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.      |

|              |                                    |   |
|--------------|------------------------------------|---|
| <b>W K.4</b> | <b>Standard:</b> Begins in Grade 2 | <b>Anchor:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|--------------|------------------------------------|---|

| PRODUCTION AND DISTRIBUTION OF WRITING   |   |
|--|---|
| <b>W K.5</b>   | <p><b>Standard:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Generate a topic to write about</li> <li>• Know how to take ideas from a graphic organizer or chart to write about</li> <li>• Organize the writing so that it moves logically</li> <li>• Write sentences with details</li> <li>• Know that you can add sizes, colors, and other adjectives to writing to strengthen it</li> <li>• Recognize unrelated ideas when read with an adult</li> <li>• Work with peers</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• topic</li> <li>• focus</li> <li>• questions</li> <li>• suggestions</li> <li>• peers</li> <li>• writing details</li> <li>• senses</li> <li>• detalles</li> <li>• sentido</li> </ul>                             |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.  | <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can answer questions about my writing. (R)</li> <li>✓ I can listen to ideas my teachers and peers have about my writing. (S)</li> <li>✓ I can add details that will help the reader understand my writing. (S)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What will you be writing about today?</li> <li>• What did you like the most? Can you write about that?</li> <li>• Can you tell more about what you are writing?</li> <li>• Be sure to write what happened first, next and last.</li> <li>• Can you use what we have in the flow chart to write your story?</li> <li>• Who will you write about?</li> <li>• What will you tell about in your writing?</li> </ul>                    | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <p><b>W 1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>  |

| PRODUCTION AND DISTRIBUTION OF WRITING  |  |
|---|--|
| <b>W K.6</b>  | <p><b>Standard:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Anchor:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Be familiar with a computer keyboard</li> <li>• Know how to use Power Point with help</li> <li>• Know how to send a document to the printer</li> <li>• Know how to navigate a computer toolbar</li> <li>• Use a mouse</li> <li>• Work with peers</li> <li>• Know how to use the save function on the computer</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• mouse</li> <li>• Power Point</li> <li>• keyboard</li> <li>• typing</li> <li>• publishing</li> <li>• presenting</li> <li>• sharing</li> <li>• toolbar</li> <li>• font</li> <li>• writing</li> <li>• collaborate</li> <li>• produce</li> <li>• publicación</li> <li>• presentar</li> <li>• colaborar</li> <li>• producir</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.   | <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>  |
| <b>Suggested Learning Targets:</b>  |  |
| ✓ I can work with my teacher and others to learn about digital tools that produce and publish writing. (S)  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Can you turn on the computer?</li> <li>• Would you like to type or should I?</li> <li>• Would your writing be best as one page, or should we use the PowerPoint?</li> <li>• How will your group decide how to present your story?</li> <li>• Did you remember to save your work?</li> </ul>                                       | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <b>W 1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>  |  |
|---|--|
| <b>W K.7</b>  | <p><b>Standard:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>      |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know that an opinion is not a fact</li> <li>• Know that opinions can be express using terms such as love, like, dislike, hate, etc.</li> <li>• Give different reasons for their preference</li> <li>• Have access to books/stories by the same author</li> <li>• Know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books</li> <li>• Know how to copy a title</li> <li>• Know how to copy an author’s name</li> <li>• Use the title and author’s name in the writing</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• reason</li> <li>• tell</li> <li>• explain</li> <li>• author’s name</li> <li>• title</li> <li>• opinion</li> <li>• fact</li> <li>• like/dislike</li> <li>• razón</li> <li>• explicar</li> <li>• nombre del autor</li> <li>• título</li> <li>• opinión</li> </ul> |
| <p><b>Enduring Understanding:</b></p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>  | <p><b>Essential Question:</b></p> <p>What do good researchers do?<br/>           “Cut and Paste:” What’s the problem?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can define research and explain how it is different from other types of writing. (R)</li> <li>✓ I can research a topic with others. (S)</li> <li>✓ I can work with others to write about a researched topic. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What is the name of your favorite book?</li> <li>• Who wrote that book?</li> <li>• Would you like to read/hear another book by that author?</li> <li>• This book _____ and this book are by the same author. Which one did you like best and why?</li> <li>• What are some of your favorite things? Why do you like them?</li> <li>• Which do you like better? Choose one and give two reasons why you like it.</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p>   |
| <p><b>Before and After:</b></p>   |  |
|   | <p><b>W 1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>  |



| RESEARCH TO BUILD AND PRESENT KNOWLEDGE   |   |   |
|---|---|---|
| <b>W K.8</b>  | <b>Standard:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <b>Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| <b>Essential Skills/Concept:</b>  |   | <b>Academic Vocabulary/Cognates:</b>  |
| <ul style="list-style-type: none"> <li>• Retell/ recall key details</li> <li>• Look at multiple sources to gather information</li> <li>• Draw conclusions from experiences to help answer a question</li> <li>• Use multiple sources to come to an answer</li> </ul>  |   | <ul style="list-style-type: none"> <li>• recall</li> <li>• information</li> <li>• gather/collect</li> <li>• questions</li> <li>• sources</li> <li>• computer</li> <li>• books</li> <li>• magazines</li> <li>• experiences</li> <li>• remember</li> <li>• learn</li> </ul> |
| <b>Enduring Understanding:</b>  |   | <b>Essential Question:</b>  |
| Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.   |   | What do good researchers do?<br>“Cut and Paste:” What’s the problem?  |
| Suggested Learning Targets:   |   |   |
| ✓ I can answer questions using information recalled or gathered. (S)  |   |   |
| <b>Questions Stems:</b>   |   | <b>Teaching Notes and Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Can you tell me what happened ...</li> <li>• After reading a text, or looking at a picture ask who, what, where and when questions</li> <li>• Did you gather information from the computer?</li> <li>• What were the best sources you used?</li> <li>• Did you find information in books and magazines?</li> <li>• Where can you go to gather/collect information to help you understand?</li> </ul> |   |   |
| Before and After:   |   |   |
|   |   | <b>W 1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |

|               |                                    |   |
|---------------|------------------------------------|---|
| <b>W K.9</b>  | <b>Standard:</b> Begins in Grade 4 | <b>Anchor:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| <b>W K.10</b> | <b>Standard:</b> Begins in Grade 2 | <b>Anchor:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames ( a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| COMPREHENSION AND COLLABORATION  |   |
|--|---|
| <b>SL K.1</b>  | <p><b>Standard:</b> Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>   |
| <p><b>Anchor:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>   |   |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know that when talking there are rules that we follow such as not interrupting when another person is speaking.</li> <li>• Know that when listening to someone, we need to look at them.</li> <li>• Know that when we are listening to someone, we need to respond about the same thing.</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• partner</li> <li>• take turns</li> <li>• listen carefully</li> <li>• interrupting</li> <li>• inside voice</li> <li>• conversación</li> </ul>   |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.   | What makes collaboration meaningful?<br>Making meaning from a variety of sources: What will help?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can identify and follow the agreed upon rules for discussion (P)</li> <li>✓ I can listen to the comments of others and share my own ideas. (S)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Talk to your partner about...</li> <li>• Talk to your group about...</li> <li>• Ask your partner _____</li> <li>• Tell your partner what you think about _____</li> <li>• Tell your partner what you have liked so far.</li> <li>• Tell your group what you have learned about...</li> </ul>                 | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <p><b>SL 1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up confusion about the topics and texts under discussion.</p> |

**COMMON CORE ELA STANDARDS - GRADE K**

| <b>COMPREHENSION AND COLLABORATION</b>  |  |
|---|--|
| <b>SL K.2</b>   | <p><b>Standard:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>a. <u>Understand and follow one and two step oral directions.</u></b></p> |
| <p><b>Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>  |  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the ideas presented in text</li> <li>• Listen with the intent to remember what is being said</li> <li>• Look at a book and understand that illustrations and words convey messages</li> <li>• Understand that there are messages in videos, television programs, and pictures</li> <li>• Recognize which details presented are key to the message</li> <li>• Know that there are places a person can go to ask for help in understanding the message</li> <li>• Know how to ask appropriate questions</li> <li>• Answer questions to show that they understand</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• information</li> <li>• presented</li> <li>• ask</li> <li>• help</li> <li>• understanding</li> <li>• media</li> <li>• información</li> <li>• presentado</li> <li>• medios</li> </ul>   |
| <b>Enduring Understanding:</b>  |  |
| Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.  |  |
| <b>Essential Question:</b>  |  |
| What makes collaboration meaningful?<br>Making meaning from a variety of sources: What will help?   |  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify key information presented in different formats (e.g. text read aloud, oral presentation, video, audio book, website). (S)</li> <li>✓ I can ask questions about key details of information presented in multiple ways. (S)</li> <li>✓ I can answer questions about key details of information presented in multiple ways. (S)</li> <li>✓ I can ask for clarification if I do not understand something. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What/who was this about?</li> <li>• How do you know what happened?</li> <li>• What do you think this picture/video is about?</li> <li>• If you are not sure, who can you ask for help?</li> <li>• What did you learn when we read this book?</li> <li>• What do you think the author/film/illustrator is trying to tell us?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
| <p><b>SL 1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>a. Give, restate, and follow simple two-step directions.</b></p>   |  |

| COMPREHENSION AND COLLABORATION  |   |
|--|---|
| <b>SL K.3</b>  | <p><b>Standard:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Anchor:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>                      |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Have a basic understanding of what is being said.</li> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Recognize when their understanding is not complete</li> <li>• Ask for additional information</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• ask</li> <li>• answer</li> <li>• question</li> <li>• information</li> <li>• more</li> <li>• understand</li> <li>• excuse me</li> <li>• información</li> <li>• más</li> </ul> |
| <b>Enduring Understanding:</b>   | <b>Essential Question:</b>  |
| Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.   | What makes collaboration meaningful?<br>Making meaning from a variety of sources: What will help?   |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can identify when I do not understand something. (K)</li> <li>✓ I can ask and answer questions that help me get information or make something clear. (S)</li> </ul>   |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What did they say?</li> <li>• Can you ask them to tell you more?</li> <li>• What can you say if you don’t understand?</li> <li>• What was the most important part that you heard?</li> <li>• Did you understand what he/she was telling you?</li> <li>• Can you tell me what they said about...?</li> <li>• Excuse me, can you tell me that part again?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <b>SL 1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |

| PRESENTATION OF KNOWLEDGE AND IDEAS  |   |
|--|---|
| <b>SL K.4</b>  | <p><b>Standard:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>Anchor:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Use descriptive words</li> <li>• Understand what an event is</li> <li>• Recognize that a place can be a building, city, space, or location</li> <li>• Know and use positional words</li> <li>• Know and use sensory words</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• people</li> <li>• community workers</li> <li>• places</li> <li>• things</li> <li>• animals</li> <li>• describe</li> <li>• events</li> <li>• happened</li> <li>• animales</li> <li>• describir</li> </ul>   |
| <p><b>Enduring Understanding:</b></p> <p>Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>  | <p><b>Essential Question:</b></p> <p>What makes a presentation “great”?<br/>                     “What I say” versus “how I says it”, does it really matter?</p>  |
| <b>Suggested Learning Targets:</b>   |   |
| <ul style="list-style-type: none"> <li>✓ I can identify familiar people, places, things, and events. (K)</li> <li>✓ I can use details to describe familiar people, places, things, and events. (K)</li> </ul>  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what it looked like?</li> <li>• Where did that happen?</li> <li>• What happened when?</li> <li>• What was special about that?</li> <li>• What does a person such as a doctor, teacher</li> <li>• Tell your neighbor what a _____ looks like. do?</li> <li>• Is there anymore that you can say about...?</li> <li>• What else can you tell about...?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>  |
| <b>Before and After:</b>   |   |
|  | <p><b>SL 1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.<br/> <b>a. Memorize and recite poems, rhymes, and songs with expression.</b></p>   |

| PRESENTATION OF KNOWLEDGE AND IDEAS   |  |
|---|--|
| <b>SL K.5</b>   | <p><b>Standard:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Anchor:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Choose a topic to speak about</li> <li>Be able to use adjectives to describe the topic</li> <li>Draw a picture that shows what they are saying</li> <li>Use magazine pictures, drawings, or clip art to make posters to support what they are saying</li> </ul>                                      | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>drawing</li> <li>visual display</li> <li>describe</li> <li>description</li> <li>topic</li> <li>same</li> <li>more</li> <li>additional</li> <li>details</li> <li>describing words</li> <li>describir</li> <li>descripción</li> <li>más</li> <li>adicional</li> <li>detalles</li> </ul> |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.  | What makes a presentation “great”?<br>“What I say” versus “how I says it”, does it really matter?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify places in my work where I want to add more detail. (K)</li> <li>✓ I can create drawings or add visual displays (e.g., photo, collages, paintings) to add details to my presentation. (P)</li> </ul>   |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What will you be speaking about today?</li> <li>I want you to draw a picture that will help us understand what you are saying.</li> <li>Can you find a picture that shows what you will share?</li> <li>Can you tell us more about your picture?</li> <li>Does your drawing help add more details?</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <b>SL 1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |

| PRESENTATION OF KNOWLEDE AND IDEAS  |  |
|---|--|
| <b>SL K.6</b>   | <p><b>Standard:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Talk to the audience</li> <li>• Speak loudly without yelling</li> <li>• Plan what they will say</li> <li>• Use words like happy, unhappy, like, dislike to express their feelings</li> <li>• Choose one or two ideas to talk about</li> <li>• Stay on the chosen topic</li> </ul>  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• audience</li> <li>• topic</li> <li>• share</li> <li>• talk</li> <li>• loudly</li> <li>• speaking</li> <li>• hear</li> <li>• think</li> </ul>                    |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| <p>Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>   | <p>What makes a presentation “great”?<br/>                     “What I say” versus “how I say it”, does it really matter?</p>  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can explain why it is important to form my words clearly when speaking. (R)</li> <li>✓ I speak in a voice that others can hear and understand. (S)</li> <li>✓ I can share my thoughts, feelings, and ideas clearly when I speak. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What will you share with us today?</li> <li>• Who would like to share today?</li> <li>• Talk to your partner about how you felt when...</li> <li>• Remember to speak loudly enough so everyone can hear you.</li> <li>• Think about what you will share today.</li> <li>• Don’t forget to tell if this made you feel happy or sad, mad, or scared.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <p><b>SL 1.6</b> Produce complete sentences when appropriate to task and situation (<b><u>See grade 1 Language standards 1 and 3 for specific expectations.</u></b>)</p>   |

# COMMON CORE ELA STANDARDS - GRADE K

| CONVENTIONS OF STANDARD ENGLISH  |  |  |
|--|--|--|
| <b>L K.1</b>   | <p><b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> | <p><b>Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Be able to recognize upper and lowercase letters.</li> <li>• Correctly form upper and lowercase letters</li> <li>• Know that nouns are words that name people, places, things and ideas</li> <li>• Know that verbs describe actions</li> <li>• Know that many singular nouns can become plurals by adding <b>s</b> or <b>es</b></li> <li>• Form questions using <i>who, what, where, when, why</i> and <i>how</i></li> <li>• Know that the position of objects can be described by using words like <i>to, from, in, on</i>, etc.</li> <li>• Know how to speak in complete sentences.</li> <li>• Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)</li> </ul>  |  | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• uppercase/lowercase</li> <li>• capital</li> <li>• letters</li> <li>• nouns</li> <li>• verb</li> <li>• plural</li> <li>• singular</li> <li>• sentence</li> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• why</li> <li>• how</li> <li>• letras</li> <li>• verbo</li> <li>• plural</li> <li>• singular</li> </ul>  |
| <p><b>Enduring Understanding:</b></p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>   |  | <p><b>Essential Question:</b></p> <p>Why do the rules of language matter?<br/>Communicating clearly: What does it take?</p>  |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify the differences between upper-and lowercase letters (e.g., uppercase letters never extend below the baseline whereas some lowercase letters extend below the base line). (R)</li> <li>✓ I can print upper-and lowercase letters correctly. (S)</li> <li>✓ I can use common nouns and verbs correctly when writing or speaking. (S)</li> <li>✓ I can make the correct plural noun when writing or speaking. (S)</li> <li>✓ I can use common prepositions correctly when writing or speaking. (S)</li> <li>✓ I can share my ideas and respond to questions using complete sentences. (S)</li> </ul>  |  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Can you write your ABC's?</li> <li>• Can you write the letter _____?</li> <li>• Can you write the uppercase letter?</li> <li>• What does this letter look like in the lowercase?</li> <li>• Can you make the capital letter ____?</li> <li>• Which of these words are nouns?</li> <li>• Can we come up with some names of ...</li> <li>• A noun is a person, place, thing or idea.</li> <li>• Which words tell what the people are doing?</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Can you tell what he/she is doing?</li> <li>• Which word is the action word in the sentence?</li> <li>• How can we change this word so that it shows that there is more than one?</li> <li>• Is _____ plural or singular?</li> <li>• Can you ask your partner who was ...</li> <li>• Where is the ...</li> <li>• If you add color words, your sentence will be longer.</li> <li>• Make your sentence interesting by telling us where it was happening.</li> </ul> |
| <p><b>Teaching Notes and Strategies:</b></p>   |  |  |
| <p><b>Before and After:</b></p>  |  |  |
| <p><b>L 1.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. <b>Use common, proper, and possessive nouns.</b></p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (<b>subject, object</b>), possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>)</p> <p>f. <b>Use frequently occurring adjectives.</b></p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. <b>Use determiners (e.g., articles, demonstratives).</b></p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p> |  |  |



# COMMON CORE ELA STANDARDS - GRADE K

| CONVENTIONS OF STANDARD ENGLISH   |  |   |
|---|--|---|
| <b>L K.2</b>  | <b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ol> | <b>Anchor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>Use phonetic spelling when writing</li> <li>Name the period, question mark, and exclamation point</li> <li>Know when to use a period, question mark or exclamation point in writing</li> <li>Know and write a sentence</li> <li>Know that a sentence begins with a capital letter</li> <li>Know that a sentence needs some type of ending punctuation</li> <li>Understand the relationship between a letter and the sounds it makes</li> <li>Be able to retrieve the appropriate letter when they identify the sound</li> <li>Be able to form the appropriate letter to represent the sound(s) they hear</li> </ul> |  | <b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>letters</li> <li>letras</li> <li>sound</li> <li>sonido</li> <li>period</li> <li>question mark</li> <li>exclamation point</li> <li>sentence</li> <li>hear</li> <li>write</li> <li>spell</li> <li>capitalize</li> <li>upper case</li> <li>lower case</li> </ul> |
| <b>Enduring Understanding:</b><br>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.   |  | <b>Essential Question:</b><br>Why do the rules of language matter?<br>Communicating clearly: What does it take?   |
| <b>Suggested Learning Targets:</b>  |  |   |
| <ul style="list-style-type: none"> <li>✓ I can capitalize the first word in a sentence. (S)</li> <li>✓ I can capitalize the pronoun I in a sentence. (S)</li> <li>✓ I can recognize and name end punctuation such as a question mark, exclamation point, and period. (K)</li> <li>✓ I can recognize the common sounds made by letters. (S)</li> <li>✓ I can write the letter or letters for consonant and vowel sounds. (S)</li> <li>✓ I can spell words by matching sounds to letters. (S)</li> </ul>  |  |   |
| <b>Questions Stems:</b> <ul style="list-style-type: none"> <li>Did you remember to capitalize and punctuate your sentence?</li> <li>What sound did you hear and where did you hear it?</li> <li>Can you write the letters you hear when you say that word?</li> <li>Does your sentence need a period or a question mark?</li> <li>Can you write the letter(s) that make that sound?</li> <li>Use of Elkonian boxes</li> </ul>   |  | <b>Teaching Notes and Strategies:</b>   |
| <b>Before and After:</b>  |  |   |
| <b>L 1.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>   |  |   |

|  |  |  |
|--|--|--|
| L K.3  | <b>Standard:</b> Begins in Grade 2   | <b>Anchor:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening..                        |
| <b>VOCABULARY ACQUISITION AND USE</b>  |  |  |
| L K.4  | <b>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br>b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful,-less) as a clue to the meaning of an unknown word.   | <b>Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| <b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>Recognize that a word is unknown.</li> <li>Know many common and familiar words</li> <li>Know that some words have other meanings</li> <li>Use context and/or pictures to help determine a new meaning for a known word</li> <li>Know that parts can be added to a word to change its meaning</li> <li>Use the familiar and new meanings correctly</li> </ul>               |  | <b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>determine</li> <li>choose</li> <li>meaning</li> <li>familiar words</li> <li>determinar</li> </ul>  |
| <b>Enduring Understanding:</b><br>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.  |  | <b>Essential Question:</b><br>When a word doesn't make sense, what can I do?<br>How do I use what I know to figure out what I don't know?  |
| <b>Suggested Learning Targets:</b>   |  |  |
| <ul style="list-style-type: none"> <li>✓ I can identify words that have more than one meaning. (K)</li> <li>✓ I can use a word that has more than one meaning correctly. (S)</li> <li>✓ I can identify the affixes (e.g. prefix, suffix) of unknown words. (K)</li> <li>✓ I can use affixes (e.g. prefix, suffix) to help me define unknown words. (S)</li> </ul>  |  |  |
| <b>Questions Stems:</b> <ul style="list-style-type: none"> <li>What happens to the word cat when we add s and make it cats?</li> <li>The author used the word _____, do you know another way to use that word?</li> <li>When I use the word _____ in this sentence what does it mean?</li> <li>Can you use this word in a sentence?</li> <li>Can you draw a picture of what this word means?</li> <li>Which of these pictures shows ...</li> </ul> |  | <b>Teaching Notes and Strategies:</b>  |
| <b>Before and After:</b>   |  |  |
|  | <b>L 1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> |  |

# COMMON CORE ELA STANDARDS - GRADE K

| VOCABULARY ACQUISITION AND USE  |  |
|---|--|
| <b>L K.5</b>  | <p><b>Standard:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>  |
| <p><b>Anchor:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>   |  |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Group objects by colors, sizes, shape</li> <li>• Sort given objects into groups</li> <li>• Sort pictures into categories and label the categories</li> <li>• Understand what an opposite is</li> <li>• Distinguish written messages</li> <li>• Know and use basic verbs</li> </ul>   | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• partner</li> <li>• author</li> <li>• describing</li> <li>• brainstorm</li> <li>• group</li> <li>• verb</li> <li>• adjective</li> <li>• opposite</li> <li>• sort</li> <li>• show me</li> <li>• difference</li> <li>• autor</li> <li>• verbo</li> <li>• adjetivo</li> <li>• opuesto</li> <li>• diferencia</li> </ul>  |
| <b>Enduring Understanding:</b>  | <b>Essential Question:</b>   |
| Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.   | When a word doesn't make sense, what can I do?<br>How do I use what I know to figure out what I don't know?  |
| <b>Suggested Learning Targets:</b>  |  |
| <ul style="list-style-type: none"> <li>✓ I can sort common objects into categories. (S)</li> <li>✓ I can use words to explain what the objects in my categories have in common. (R)</li> <li>✓ I can identify the opposite of a word (verb or adjective). (R)</li> <li>✓ I can connect words I hear and read to the real world. (S)</li> <li>✓ I can recognize verbs that have similar meanings and act out the meanings to show their differences. (S)</li> </ul>  |  |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Put these into groups please.</li> <li>• Can you tell me about the groups you made?</li> <li>• Can you and your partner sort these pictures into groups?</li> <li>• Do you know another way to say that?</li> <li>• Listen to all the words the author uses that mean _____.</li> <li>• Let's make a describing map to think of ways to say _____.</li> <li>• We are going to brainstorm ways to say...</li> <li>• The opposite of _____ is _____.</li> <li>• If it is not _____ it is _____.</li> <li>• Can you show me what <b>march</b> looks like?</li> <li>• Show me the difference between <b>talk</b> and <b>whisper</b>.</li> </ul> | <p><b>Teaching Notes and Strategies:</b></p>   |
| <b>Before and After:</b>  |  |
|   | <p><b>L 1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> |

| VOCABULARY ACQUISITION AND USE   |   |
|--|---|
| <b>L K.6</b>   | <p><b>Standard:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>Anchor:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know how to sustain a conversation</li> <li>• Know the rules of speaking with others</li> <li>• Talking about ideas or events in a story</li> <li>• Responding to ideas they have heard or read about</li> <li>• Respond in sentences or phrases</li> <li>• Use new vocabulary in conversations about what they have learned or read</li> </ul> | <p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• respond</li> <li>• talk</li> <li>• vocabulary</li> <li>• conversation</li> <li>• ideas</li> <li>• responder</li> <li>• vocabulario</li> <li>• conversaci3n</li> <li>• ideas</li> </ul>   |
| <p><b>Enduring Understanding:</b></p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>   | <p><b>Essential Question:</b></p> <p>When a word doesn't make sense, what can I do?<br/>How do I use what I know to figure out what I don't know?</p>   |
| <p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can discover new words and phrases through reading, listening, and conversation. (S)</li> <li>✓ I can use my new words and phrases when speaking and writing. (S)</li> </ul>  |   |
| <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• How would you respond to _____?</li> <li>• How should you ask for _____?</li> <li>• What type of vocabulary would be best for this situation?</li> <li>• When you had a conversation with _____ what did you share?</li> <li>• What did you share with your group when you talked with them?</li> <li>• What great ideas did you read about?</li> </ul>  | <p><b>Teaching Notes and Strategies:</b></p>  |
| <p><b>Before and After:</b></p>  |   |
|  | <p><b>L 1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>  |