



# OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

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**Grade Level(s): K**

**Content Area and/or Course Title: Reading**

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Welcome to Kindergarten	3 weeks	<p>RF.K.1 - Students demonstrate an understanding of the organization and basic features of print.</p> <p>RL.K.2 - With prompting and support, students retell familiar stories, including key details.</p> <p>RL.K.3 - With prompting and support, students identify characters, settings, and major events in a story.</p> <p>RL.K.6 - With prompting and support, students name the author and illustrator of a story and define the role of each in telling the story.</p>
Playing with Language (Letters, Sounds, Words)	4 weeks	<p>RF.K.1 - With prompting and support, students ask and answer questions about key details in a text.</p> <p>RL.K.2 - With prompting and support, students retell familiar stories, including key details.</p>
Being a Word Solver	7 weeks	<p>RF.K.3 - Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.K.4 - Students will ask and answer questions about unknown words in a text.</p> <p>RL.K.5 - Students will recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 - With prompting and support, students will describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
Launching Readers' Workshop and Exploring	4 weeks	<p>RLK.5 - Students will recognize common types of texts (e.g., storybooks, poems).</p> <p>RLK.6 - With prompting and support, students name the author and illustrator of a story and define the role of each in telling the story.</p>

Genres		RLK.7 - With prompting and support, students will describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Being Brave and Resourceful Readers (Comprehension)	4 weeks	<p>RF.K.3 - Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.K.4 - Students will ask and answer questions about unknown words in a text.</p> <p>RL.K.1 - With prompting and support, students ask and answer questions about key details in a text.</p>
Readers Read to Learn (Nonfiction)	4 weeks	<p>RI.K.1 - With prompting and support, students ask and answer questions about key details in a text.</p> <p>RI.K.2 - With prompting and support, students identify the main topic and retell key details of a text.</p> <p>RI.K.3 - With prompting and support, students describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 - With prompting and support, students ask and answer questions about unknown words in a text.</p> <p>RI.K.5 - Students identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 - Students 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>RI.K.7 - With prompting and support, students describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 - With prompting and support, students identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 - With prompting and support, students identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
Character Study/ Story Elements	8 weeks	<p>RL.K.2 - With prompting and support, students retell familiar stories, including key details.</p> <p>RL.K.3 - With prompting and support, students identify characters, settings, and major events in a story.</p> <p>RL.K.7 - With prompting and support, students will describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9 - With prompting and support, students compare and contrast the adventures and experiences of characters in familiar stories.</p>
Review and Reflect	2 weeks	<p>RL.K.10 - Students actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10 - Students actively engage in group reading activities with purpose and understanding.</p>