	Reading Foundational Skills – Kindergarten		Interdisciplinary Literacy Practices
	Print Concepts Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page.	1	Recognize that text is anything that communicates a message.
RF.K.1	b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Recognize that words are separated by spaces in print.		Employ, develop and refine schema to understand and create text.
	d. Recognize and name all upper- and lowercase letters of the alphabet. Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Demonstrate understanding of spoken words, syllables and sounds (phonemes).a. Recognize and orally produce rhyming words.b. Count, pronounce, blend and segment syllables in spoken words.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RF.K.2	 Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Phonics and Word Recognition 	6	Collaborate with others to create new meaning.
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the pri-	7	Utilize digital resources to learn and share with others.
RF.K.3	mary or many of the most frequent sounds for each consonant.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Read common high-frequency words by sight.	8	Engage in specialized, discipline- specific literacy practices.
	d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Apply high level cognitive processes to think deeply and critically about text.
RF.K.4	Fluency Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.
	a. Read emergent-reader texts with purpose and understanding.		HOME

Reading Standards for Literature - Kindergarten				
	Key Ideas and Details		T	
<u>RL.K.1</u>	With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	1	Re cc	
<u>RL.K.2</u>	With prompting and support, orally recognize key details from a summary to demonstrate under- standing of the lesson learned in the story.	2	Er to	
<u>RL.K.3</u>	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.		Vi tio m	
	Craft and Structure		U	
<u>RL.K.4</u>	With prompting and support, identify words and phrases in stories or poems that suggest feelings or		gı ot	
	appeal to the senses.		A	
<u>RL.K.5</u>	Recognize common structures of poems, stories and dramas.	5	sc to	
<u>RL.K.6</u>	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.			
	Integration of Knowledge and Ideas	7	U	
	With prompting and support, describe the relationship between illustrations and the story in which		sh	
<u>RL.K.7</u>	they appear.	8	Er sp	
<u>RL.K.8</u>	(Not applicable to literature)		┢	
<u></u>	With prompting and support, compare/contrast the adventures and experiences of characters in sto-		Aj to te	
	ries.		+	
	Range of Reading and Level of Text Complexity	10	D	
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,		m	
<u>RL.K.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.			

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	10 Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

GUIDING PRINCIPLE FOR READING LITERATURE 1. Students will read closely to determine what the text says explicitly and to make logical infer-				Interdisciplinary Literacy Practices	
ences from it; cite specific te	ences from it; cite specific textual evidence to support conclusions drawn from the text. PROGRESSION				
	RL.K.1	1	communicates a message.		
	With prompting and support, ask and answer explicit ques- tions about key ideas and de-	With prompting and support, ask and answer explicit questions about key ideas and details and make and sup-	2	Employ, develop and refine schema to understand and create text.	
	tails, and make logical infer- ences to construct meaning from the text.	port logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
Green (italic) = Com	MULTIDIMENSIONALITY - RL.K.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, ask and answer explicit questions about KEY IDEAS AND DETAILS, and make				
logical inferences to construct meaning from the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
2. Students will determine cent	 GUIDING PRINCIPLE FOR READING LITERATURE 2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from 				
the text.	PROGRESSION		7	Utilize digital resources to learn and share with others.	
	RL.K.2 With prompting and support, orally recognize key details	RL.1.2 With prompting and support, rec- ognize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.	
•	from a summary to demon- strate understanding of the lesson learned in the story.	to demonstrate understanding of the author's message, lesson learned, and/or moral.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.K.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Develop a literacy identity that pro- motes lifelong learning.	
With prompting and support, orally <i>recognize key details from a summary</i> to demonstrate understanding of the LESSON LEARNED in the story.				HOME	

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

P

3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

-					
		PROGRESSION		1	Recognize that text is anything that
		RL.K.3	RL.1.3		communicates a message.
		With prompting and support, identify characters, settings and major events in order to make	Describe characters, settings and ma- jor events in a story, using key details in order to make meaning of the story	2	Employ, develop and refine schema to understand and create text.
		meaning of the story develop- ment.	development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.K.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self,
┛			MAJOR EVENTS IN A STORY in order to		others and the world.
	make meaning of the story development.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE				
2	• 4. Students will 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.				Collaborate with others to create new meaning.
		PROGRESSION		-	Utilize digital resources to learn and share with others.
		RL.K.4	RL.1.4	7	
		With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or ap- peal to the senses in order to con-	8	Engage in specialized, discipline- specific literacy practices.
		feelings or appeal to the sens- es.	struct meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.K.4				
ſŢ		rehension Purple (bold) = Analysis entify words and phrases in stories	MAROON (CAPS) = CONTENT or poems that SUGGEST FEELINGS OR	10	Develop a literacy identity that pro- motes lifelong learning.
	APPEAL TO THE SENSES.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
R	 5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole. 				Literacy Practices
	PROGRESSION				Recognize that text is anything that communicates a message.
		RL.K.5	RL.1.5		
		Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of poems, stories and dramas, including but not limited	2	Employ, develop and refine schema to understand and create text.
			to linear, nonlinear and circular struc- tures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.K.S		_	Utilize receptive and expressive lan-
		Purple (bold) = Analysis S OF POEMS, STORIES AND DRAMA		4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12		G PRINCIPLE FOR READING LITE int of view, perspective and purpos	RATURE e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION		-	Utilize digital resources to learn and
		RL.K.6	RL.1.6	7	share with others.
		With prompting and support, identify the author and illustra- tor of a story and explain how	With prompting and support, identify who is telling the story at various points in a text.	8	Engage in specialized, discipline- specific literacy practices.
		each tells the story.		9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.K.6			Develop a literacy identity that pro-
		orehension Purple (bold) = Analysis lentify THE AUTHOR AND ILLUSTRA	MAROON (CAPS) = CONTENT TOR OF A STORY, and <i>explain how each</i>	10	motes lifelong learning.
	tells the story.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary	
2	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that communicates a message.
		RL.K.7	RL.1.7		communicates a message.
		With prompting and support, describe the relationship be- tween illustrations and the sto-	Use a story's illustrations and details to describe its characters, setting and events.	2	Employ, develop and refine schema to understand and create text.
		ry in which they appear.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.K.			Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
٥	With prompting and support, <i>describe the</i> relationship between ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 GUIDING PRINCIPLE FOR READING LITERATURE 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 				Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
		RL.K.8	RL.1.8	7	share with others.
		(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.K8	3		Douglas a literacy identity that are
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	,				HOME

9. Students will analyze how two or to compare the approaches		RATURE mes or topics in order to build knowledge		Interdisciplinary Literacy Practices
	PROGRESSION			
	RL.K.9	RL.1.9	1	Recognize that text is anything that communicates a message.
	With prompting and support, compare/contrast the adven- tures and experiences of char-	Compare/contrast the adventures and experiences of characters in stories.	2	Employ, develop and refine schema to understand and create text.
Graan (italic) - Con	acters in stories. MULTIDIMENSIONALITY - RL.K.S nprehension Purple (bold) = Analysis		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
3		d experiences of CHARACTERS in stories.	4	Utilize receptive and expressive lan guage arts to better understand se others and the world.
	NG PRINCIPLE FOR READING LITE hend and analyze complex literary te		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	PROGRESSION RL.K.10	RL.1.10	6	Collaborate with others to create new meaning.
	With prompting and support, flexi- bly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing,	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior	7	Utilize digital resources to learn and share with others.
	summarizing, using priorknowledge, determining importance) toknowledge, determining im-make sense of grade-level appropriate,			
			8	Engage in specialized, discipline- specific literacy practices.
Green (italic) = Con	knowledge, determining im-	make sense of grade-level appropriate, complex literary texts.	8	

	Reading Standards for Informational Text - Kindergarten		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.K.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.K.2</u>	With prompting and support, orally recognize key details from a summary to demonstrate understand- ing of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.K.3</u>	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.K.4</u>	With prompting and support, ask and answer questions about unknown words in a text.	4	guage arts to better understand self, others and the world.
<u>RI.K.5</u>	Identify the front cover, back cover and title page of a book.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.K.6</u>	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital recourses to learn and
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	7	Utilize digital resources to learn and share with others.
			Engage in specialized, discipline-
<u>RI.K.8</u>	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	8	specific literacy practices.
L			Apply high level cognitive processes
<u>RI.K.9</u>	With prompting and support, identify information from two or more texts on similar themes or topics.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>RI.K.10</u> monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.			HOME

1. Students will read closely to	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 1. Students will read closely to determine what the text says explicitly and to make logical infer- ences from it; cite specific textual evidence to support conclusions drawn from the text.			Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
	RI.K.1	RI.1.1	1	communicates a message.
	With prompting and support, ask and answer explicit ques- tions about key concepts and	With prompting and support, ask and answer explicit questions about key concepts and details and make and	2	Employ, develop and refine schema to understand and create text.
	details, and make logical infer- ences to construct meaning from the text.	support logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.K1		4	Utilize receptive and expressive lan- guage arts to better understand self,
Green (italic) = Comp	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
	■ With prompting and support, <i>ask and answer explicit questions</i> about KEY CONCEPTS AND DETAILS, and make logical inferences to construct meaning from the text.			
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, includ-			
ing summary, paraphrase and direct	t quotations to support conclusions dra PROGRESSION	awn from the text.	7	Utilize digital resources to learn and share with others.
	RI.K.2	RI.1.2		Engage in specialized dissipline
	With prompting and support, orally recognize key details from	With prompting and support, recog- nize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.
	a summary to demonstrate un- derstanding of the central idea of a text.	to demonstrate understanding of the central idea of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K2			Develop a literacy identity that pro-
	orehension Purple (bold) = Analysis		10	motes lifelong learning.
of the CENTRAL IDEA of a text.	With prompting and support, orally <i>recognize</i> KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA of a text.			HOME



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Interdisciplinary **Literacy Practices**

HOME

	PROGRESSION			1	Recognize that text is anything that
		RI.K.3	RI.1.3		communicates a message.
		With prompting and support, identify the individuals, events, ideas or pieces of information	With prompting and support, identify the connection between individuals, events, ideas or pieces of information	2	Employ, develop and refine schema to understand and create text.
		presented over the course of a text.	over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			Utilize receptive and expressive lan-		
	Green (italic) = Comp With prompting and support, id	4	guage arts to better understand self, others and the world.		
Ŀŀ	sented over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Collaborate with others to create
	4. Students will interpret word	6	new meaning.		
	connotative and figurative mean	nings, and analyze how specific wor	rd choices shape meaning or tone.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
		RI.K.4	RI.1.4		
		With prompting and support, ask and answer questions	Ask and answer questions to help de- termine or clarify the meaning of	8	Engage in specialized, discipline- specific literacy practices.
		about unknown words in a text.	words and phrases in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.K.4		10	Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				motes lifelong learning.

With prompting and support, ask and answer questions about UNKNOWN WORDS in a text.

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5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION			1	Recognize that text is anything that
	RI.K.5	RI.1.5	L T	communicates a message.
	Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, cap-	2	Employ, develop and refine schema to understand and create text.
		tions, bold print, subheadings, index- es, electronic menus and icons to lo- cate key facts or information in a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.K. Green (italic) = Comprehension Purple (bold) = Analysis	.5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Identify the FRONT COVER, BACK COVER AND TITLE PAGE of a boo	ok.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORM 6. Students will analyze how point of view, perspective and purpose	6	Collaborate with others to create new meaning.	
	PROGRESSION			Utilize digital resources to learn and share with others.
	RI.K.6	RI.1.6		share with others.
	With prompting and support, identify the author and illustra- tor of a text, and define the role	Distinguish between information pro- vided by pictures or other illustrations and information provided by the	8	Engage in specialized, discipline- specific literacy practices.
	of each in presenting the ideas or information in a text.	words in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, identify THE AUTHOR AND ILLUSTRATOR OF A TEXT and define THE ROLE OF EACH in presenting the ideas or information in a text.			
				Develop a literacy identity that pro- motes lifelong learning.
				HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

-					
	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.K.7 With prompting and s describe the relations tween visuals and the	ship be-	RI.1.7 Use the visuals and details in a text to describe its key ideas.	2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONAL	LITY - RI.K.7	7		Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold With prompting and support, describe the relationship			4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P	GUIDING PRINCIPLE FOR READING 8. Students will delineate and evaluate the argument, s validity, reasoning, relevance and sufficiency.			6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and
	RI.K.8		RI.1.8	7	share with others.
	With prompting and s identify the claim and sons an author gives t	l the rea-	Identify the claim and the reasons an author gives to support the claim in a text.	8	Engage in specialized, discipline- specific literacy practices.
	claims in a text.			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K.8				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, identify the CLAIM and the REASONS an author gives to support CLAIMS in a		10	Develop a literacy identity that pro- motes lifelong learning.	
	text.				HOME

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 9. Students will analyze how two or more texts address similar themes or topics in order to build			Interdisciplinary Literacy Practices
knowledge or to compare the ap	knowledge or to compare the approaches the authors take.			
	PROGRESSION RI.K.9	RI.1.9	1	Recognize that text is anything that communicates a message.
	With prompting and support, identify information from two or more texts on similar themes	Identify information from two or more texts on similar themes or topics.	2	Employ, develop and refine schema to understand and create text.
	or topics. MULTIDIMENSIONALITY - RI.K.S		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	rehension Purple (bold) = Analysis entify information from TWO OR M	IORE TEXTS ON SIMILAR THEMES OR	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficient-			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- 1y.	PROGRESSION		6	Collaborate with others to create new meaning.
	RI.K.10	RI.1.10		new meaning.
	With prompting and support, flexi- bly use a variety of comprehension strategies (i.e., questioning, moni-	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	7	Utilize digital resources to learn and share with others.
	toring, visualizing, inferencing, summarizing, using prior knowledge, determining im-	inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,	8	Engage in specialized, discipline- specific literacy practices.
	portance) to make sense of grade- level appropriate, complex infor- mational texts.	complex informational texts.	9	Apply high level cognitive processes to think deeply and critically about
MULTIDIMENSIONALITY—RI.K.10				text.
With prompting and support, fle	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense			Develop a literacy identity that pro- motes lifelong learning.
of GRADE-LEVEL APPROPRIATE,	COMPLEX INFORMATIONAL TEXTS.			HOME

	Handwriting - Kindergarten				Interdisciplinary Literacy Practices
	is regarding the placement of the adiness and handwriting curriculu	handwriting curriculum within the	school year should be made based	1	Recognize that text is anything that communicates a message.
НW. К.1	Print all upper and lowercase le			2	Employ, develop and refine schema to understand and create text.
		PROGRESSION			View literegy experiences as transpo
		HW.K.1	HW.1.1	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		Print all upper and lowercase letters and numerals.	Legibly print all upper- and lower- case letters and numerals with cor-	5	mational.
			rect form.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
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	Composition – Kindergarten Text Types and Purposes		Interdisciplinary Literacy Practices
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	1	Recognize that text is anything that communicates a message.
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Employ, develop and refine schema to understand and create text.
<u>С.К.1</u>			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
С.К.2			Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Composition – Kindergarten		Interdisciplinary Literacy Practices
	Test Types and Purposes		
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	Recognize that text is anything that communicates a message.
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive de- tails and clear sequences.		Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not		
	every writing experience must utilize those digital resources.)	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
<u>С.К.З</u>	a. With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.		mational.
	b. Recount a single event.c. Include details which describe actions, thoughts, emotions.d. Create a sense of closure.		Utilize receptive and expressive lan-
			guage arts to better understand self, others and the world.
			Apply strategic practices, with
	e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	scaffolding and then independently, to approach new literacy tasks.
	Production and Distribution		Collaborate with others to create
<u>С.К.4</u>	h guidance and support from adults, explore a variety of digital resources to create and publish ducts, including in collaboration with peers.		new meaning.
	Research to Build and Present Knowledge		Utilize digital resources to learn and
			share with others.
<u>C.K.5</u>	With guidance and support, participate in shared research and writing projects.	8	Engage in specialized, discipline- specific literacy practices.
<u>С.К.6</u>	C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		Apply high level cognitive processes to think deeply and critically about
	Panga of Writing		text.
	Range of Writing		
<u>С.К.7</u>	(Begins in grade 3)		Develop a literacy identity that pro- motes lifelong learning.
			HOME

S

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Interdisciplinary
Literacy Practices

PROGRESSION		1	Recognize that text is anything that communicates a message.
C.K.1 Compose opinion pieces, using a combination of drawing, dictating,	C.1.1 Compose opinion pieces, using a combination of drawing, dictating,	2	Employ, develop and refine schema to understand and create text.
writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the op-	writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
lize those digital resources.) a. With guidance and support from adults, strengthen writing	utilize those digital resources.)a. With guidance and support from adults, strengthen	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
through peer collaboration and adding details through writing and/or pictures as needed.	writing through peer collabo- ration and adding details through writing and/or pic-	6	Collaborate with others to create new meaning.
b. Introduce the topic.	tures as needed. b. Introduce the topic.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
c. Provide reasons with details to support the opinion.	 Provide reasons with details to support the opinion. 	9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

		Interdisciplinary	
	С.К.1	C.1.1	Literacy Practices
	d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	1 Recognize that text is anything that communicates a message.
	e. Provide a concluding idea.	e. Provide a concluding section.	2 Employ, develop and refine schema to understand and create text.
	f. With guidance and support from peers and adults, de- velop and strengthen writing	 f. With guidance and support from peers and adults, develop and strengthen writing as 	 View literacy experiences as transactional, interdisciplinary and transformational.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	4 Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6 Collaborate with others to create new meaning.
			7 Utilize digital resources to learn and share with others.
			8 Engage in specialized, discipline- specific literacy practices.
			9 Apply high level cognitive processes to think deeply and critically about text.
			10 Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.K.1

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

Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, *to state the topic* **and an opinion**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate TRANSITIONS.
- e. Provide a concluding idea.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	10 Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

P

• **2.** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

clearly and accurately through the effective selection, organizatio	1	Recognize that text is anything that	
PROGRESSION		communicates a message.	
C.K.2 Compose informative and/or ex- planatory texts, using a combina-	C.1.2 Compose informative and/or explanatory texts, using a combina-	2	Employ, develop and refine schema to understand and create text.
tion of drawing, dictating, writing and digital resources, to establish a topic and supply information about	tion of drawing, dictating, writing and digital resources, to establish a topic and provide information	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
the topic. (NOTE: Students must have the op-	about the topic. (NOTE: Students must have the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
lize those digital resources.) a. With guidance and support	lize those digital resources.) a. With guidance and support	6	Collaborate with others to create new meaning.
from adults, strengthen writing through peer collaboration and adding details through writing	from adults, strengthen writing through peer collabo- ration and adding details	7	Utilize digital resources to learn and share with others.
and/or pictures as needed.	through writing and/or pic- tures as needed.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	b. Introduce the topic.	9	Apply high level cognitive processes- to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Interdisciplinary		
	С.К.2	C.1.2	Literacy Practices
	 Supply information to devel- op the topic. 	 Supply information with detail to develop the topic. 	1 Recognize that text is anything that communicates a message.
	 Use grade-appropriate con- junctions to develop text structure within sentences. 	 Use grade-appropriate con- junctions to develop text structure within sentences. 	2 Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	 View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	tions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	f. Provide a concluding idea.	f. Provide a concluding section.	 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance and support from peers and adults, devel- op and strengthen writing as	 g. With guidance and support from peers and adults, devel- op and strengthen writing as 	6 Collaborate with others to create new meaning.
	needed by planning, revising and editing.	needed by planning, revising and editing.	7 Utilize digital resources to learn and share with others.
			8 Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processesto think deeply and critically about text.
			10 Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.K.2

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

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
HOME					

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

PROGRESSION		1	Recognize that text is anything that communicates a message.
C.K.3 Compose narratives, using a combination of drawing, dic-	C.1.3 Compose narratives, using a com- bination of drawing, dictating,	2	Employ, develop and refine schema to understand and create text.
tating, writing and digital re- sources, to develop real or imag- ined experiences or multiple	writing and digital resources, to develop real or imagined experi- ences or multiple events or ideas,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
events or ideas, using effective technique, descriptive details and clear sequences.	using effective technique, descrip- tive details and clear sequences.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
not <u>every</u> writing experience must utilize those digital re- sources.)	<i>every</i> writing experience must uti- lize those digital resources.)	6	Collaborate with others to create new meaning.
a. With guidance and support	 a. With guidance and support from adults, produce writing in 	7	Utilize digital resources to learn and share with others.
in which the development and organization are appro-	in which the development and organization are appro- organization are appro-	8	Engage in specialized, discipline- specific literacy practices.
priate to task and purpose. b. Recount a single event.	to task and purpose. b. Recount a single event or mul- tiple events, memories or ide-	9	Apply high level cognitive processes to think deeply and critically about text.
	as.	10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Interdisciplinary		
	С.К.З	C.1.3	Literacy Practices
	 c. Include details which describe actions, thoughts, emotions. 	 c. Include details which describe actions, thoughts, emotions. 	1 Recognize that text is anything that communicates a message.
		d. Use temporal words and phrases to signal event order.	2 Employ, develop and refine schema to understand and create text.
	d. Create a sense of closure.	e. Create a sense of closure.	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	e. With guidance and support from peers and adults, devel-	 f. With guidance and support from peers and adults, devel- 	4 Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	op and strengthen writing as needed by planning, revising and editing.	op and strengthen writing as needed by planning, revising and editing.	 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6 Collaborate with others to create new meaning.
			7 Utilize digital resources to learn and share with others.
			8 Engage in specialized, discipline- specific literacy practices.
			9 Apply high level cognitive processes to think deeply and critically about text.
			10 Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.K.3

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

Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas*, **using effective technique, descriptive details and clear sequences**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization *are appropriate to task and purpose.*
- b. Recount a single event.
- c. Include details which describe actions, thoughts, emotions.
- d. Create a sense of closure.
- e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10 Develop a literacy identity that pro- motes lifelong learning.						
HOME						

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION			Recognize that text is anything that
	С.К.4	C.1.4	1	communicates a message.
	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collabora-	With guidance and support from adults, use a variety of digital re- sources to create and publish prod- ucts, including in collaboration with	2	Employ, develop and refine schema to understand and create text.
	tion with peers.	peers.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - C.K.4		_	Utilize receptive and expressive lan-
	rehension Purple (bold) = Analysis M		4	guage arts to better understand self, others and the world.
products, including in collaborat	adults, <i>explore a</i> VARIETY OF DIGITAL ion with peers.	RESOURCES to create and publish	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
5. Students will conduct short as	NING PRINCIPLE FOR COMPOSITIO		6	Collaborate with others to create new meaning.
• — demonstrating understanding of	demonstrating understanding of the subject under investigation. PROGRESSION			
	С.К.5	C.1.5		share with others.
	With guidance and support, partic- ipate in shared research and writing projects.	With guidance and support, partici- pate in shared research and writing projects.	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.K.5 rehension Purple (bold) = Analysis M/	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
With guidance and support, parti	cipate in shared RESEARCH and writin	ng projects.		HOME

	GUIDING PRINCIPLE FOR COMPOSITION				Interdisciplinary
2	6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-				Literacy Practices
-	search while avoiding plagiaris	1	Recognize that text is anything that communicates a message.		
_		C.K.6 With guidance and support, collect information from real-world expe- riences or provided sources to an-	C.1.6 With guidance and support, collect information from real-world expe- riences or provided sources to an-	2	Employ, develop and refine schema to understand and create text.
		swer or generate questions.	swer or generate questions.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - C.K.6		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GU	IIDING PRINCIPLEF OR COMPOSITIO	N	6	Collaborate with others to create new meaning.
12	 Students will compose rout and audiences. 	inely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Cor	MULTIDIMENSIONALITY - C.K.7 mprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
│└ ╜	(Begins in grade 3)				HOME

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GUIDING PRINCIPLE FOR COMPOSITION

	Language – Kindergarten		Interdisciplinary Literacy Practices
	Conventions of Standard English		Recognize that text is anything that
	When writing or speaking, demonstrate appropriate use of:	1	communicates a message.
<u>L.K.1</u>	 a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. 	2	Employ, develop and refine schema to understand and create text.
	d. sentences using common prepositions.e. complete sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.K.2</u>			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.K.3</u>	Knowledge of Language (Begins in grade 2)	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kin- dergarten reading and content.	7	Utilize digital resources to learn and share with others.
<u>L.K.4</u>	a. Identify homophones.b. Identify common affixes and how they change the meaning of a word.	8	Engage in specialized, discipline- specific literacy practices.
	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.K.5</u>	 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of yorks and adjectives and their antenyms. 	10	Develop a literacy identity that pro- motes lifelong learning.
	b. Demonstrate an understanding of verbs and adjectives and their antonyms.c. Demonstrate an understanding of verbs and adjectives and their synonyms.		HOME

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	•	PROGRESSION			Recognize that text is anything that
		L.K.1	L.1.1	1	communicates a message.
		When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs.	 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. 	2	Employ, develop and refine schema to understand and create text.
		 b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, 	 b. singular and plural nouns with matching verbs in basic sentences. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
•		why and how.d. sentences using common prepositions.e. complete sentences.	 c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring preposi- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
			tions in a sentence. h. declarative, interrogative, imperative and exclamatory	7	Utilize digital resources to learn and share with others.
	sentences in response to prompts. MULTIDIMENSIONALITY - L.K.1				Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehe When writing or speaking, demonstr a. COMMON NOUNS AND VERBS.		ROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	b. REGULAR PLURAL NOUNS BY ADD c. INTERROGATIVE SENTENCES USING d. SENTENCES USING COMMON PRE	G WHO, WHAT, WHERE, WHEN, WH	HY AND HOW.	10	Develop a literacy identity that pro- motes lifelong learning.
	e. COMPLETE SENTENCES.				HOME

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation

and spelling when writing.

			Recognize that text is anything that	
	L.K.2	L.1.2	1	communicates a message.
W	/hen writing:	When writing:		
	a. Capitalize the first word in a sentence and the pronoun I.	 Capitalize proper nouns, in- cluding but not limited to dates and names of people. 	2	Employ, develop and refine schema to understand and create text.
b. c.	punctuation. Write a letter or letters for	 Demonstrate appropriate use of end punctuation. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	most consonant and short- vowel sounds.	 With prompting and support, produce and write commas in 		mational.
d.		dates and to separate single words in a series.d. Use conventional spelling for	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ships.	words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phoneti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		cally, drawing on phonemic awareness and spelling con- ventions.	6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
	TIDIMENSIONALITY - L.K.2	APOON (CADS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
When writing: a. <i>Capitalize</i> THE FIRST WORD IN A SE	NTENCE AND THE PRONOUN I.		9	Apply high level cognitive processes to think deeply and critically about text.
b. <i>Recognize and name</i> END PUNCTUA c. <i>Write a</i> LETTER OR LETTERS FOR MC d. <i>Spell simple words phonetically, dro</i>	OST CONSONANT AND SHORT-VO		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

0	3. Students will apply knowledge		JAGE I language functions in different contexts, ad more fully when reading or listening.		Interdisciplinary Literacy Practices
	to make effective choices for mea	PROGRESSION	in more runy when reading of listening.		
		L.K.3	L.1.3	1	Recognize that text is anything that communicates a message.
		(Begins in grade 2)	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive lan- guage arts to better understand sel others and the world.
				5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.K chension Purple (bold) = Analys		8	Engage in specialized, discipline- specific literacy practices.
7	(Begins in grade 2)			9	Apply high level cognitive processes to think deeply and critically about text.
P`				10	Develop a literacy identity that pro- motes lifelong learning.

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4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

-	order to be transition ready.		1	Recognize that text is anything that
	PROGRESSION			communicates a message.
	L.K.4 Determine or clarify the meaning of unknown and multiple-	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
	meaning words and phrases based on kindergarten reading and content. a. Identify homophones.	words and phrases based on grade 1 reading and content, choosing flexi- bly from an array of strategies. a. Use sentence-level context as a	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 b. Identify common affixes and how they change the mean- ing of a word. 	clue to the meaning of a word or phrase. b. Identify common affixes and	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 c. Use words and phrases ac- quired through conversa- tions, reading and being read to, and responding to texts. 	how they change the meaning of a word. c. With guidance and support, identify frequently occurring	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	root words and their inflectional forms.	d. Use words and phrases acquired	6	Collaborate with others to create new meaning.
		through conversations, reading and being read to, and respond- ing to texts, including using fre- quently occurring conjunctions	7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.K.4	to signal simple relationships.	8	Engage in specialized, discipline- specific literacy practices.
┓	Green (italic) = Comprehension Purple (bold) = Analysis N Determine or clarify the meaning of unknown and multiple-meaning w garten reading and content. a. Identify HOMOPHONES.		9	Apply high level cognitive processes to think deeply and critically about text.
P	 b. Identify COMMON AFFIXES and how they change the meaning of c. Use words and phrases acquired through conversations, reading to texts. 		10	Develop a literacy identity that pro- motes lifelong learning.
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5. Students will demonstrate understanding of word relationships and nuances in word meanings.

	PROGRESSION			Recognize that text is anything that
	L.K.5	L.1.5	1	communicates a message.
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	 a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories rep- 	 Sort words into categories to classify relationships and to gain a sense of the concepts the cate- gories represent. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	resent. b. Demonstrate an understand- ing of verbs and adjectives and their antonyms.	 Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 c. Demonstrate an understand- ing of verbs and adjectives and their synonyms. 	 Demonstrate understanding of words by relating them to their synonyms and antonyms. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		 Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjec- tives differing in intensity (e.g., 	6	Collaborate with others to create new meaning.
		large, gigantic).	7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	With guidance and support from adults, explore word relationships and a. Sort common objects into categories (e.g., shapes, foods) to gain	-	9	Apply high level cognitive processes to think deeply and critically about text.
r	ries represent.b. Demonstrate an understanding of VERBS AND ADJECTIVES and thec. Demonstrate an understanding of VERBS AND ADJECTIVES and the		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME