

Reading Standards For Foundational Skills

Grade Level:	Kindergarten
Code:	RF.K.1
Standard:	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. 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. d. Recognize and name all upper- and lowercase letters of the alphabet.

1. Critical vocabulary and questions as it relates to the standard.

top, bottom, uppercase, lowercase, alphabet, letters, page, space, print

2. Key Implementation Questions and Answers:

1. Why is it important to follow words from left to right, top to bottom, and page to page?
2. Why is it important to understand spoken words are also written words in a special order?
3. How do you know when one word ends and the next word begins? Why is it important to have a space between words in print?
4. Why is it important to be able to recognize and name all of the upper and lowercase letters of the alphabet?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to follow words from left to right.
2. I am learning to follow words top to bottom.
3. I am learning to follow words page by page.
4. I am learning to recognize the relationship between letters.
5. I am learning to recognize the relationship between sounds.
6. I am learning to see spaces between words in books.
7. I am learning to recognize all uppercase letters.
8. I am learning to name all uppercase letters.
9. I am learning to recognize all lowercase letters.
10. I am learning to name all lowercase letters.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can follow words left to right.
2. I will know that I learned it when I can follow words top to bottom.
3. I will know that I learned it when I can follow words page by page.
4. I will know that I learned it when I understand when I speak, written words are a sequence of letters.
5. I will know that I learned it when I understand that words are separated by spaces.
6. I will know that I learned it when I can recognize all uppercase and lowercase letters.
7. I will know that I learned it when I can name all uppercase and lowercase letters.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “*I am learning this because*”

I am learning this because I am learning to read.

Grade Level:	Kindergarten
Code:	RF.K.2
Standard: RF.K.2	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. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

1. Critical vocabulary and questions as it relates to the standard.

rhyme, syllable(s), pronounce, blend, segment, sound, blend, one syllable, CVC word, vowel, consonant

2. Key Implementation Questions and Answers:

1. How can I show an understanding of rhyming words?
2. How can I count, pronounce, blend, and segment syllables in spoken words?
3. What are the sounds you hear in a one syllable word?
4. Why is it important to be able to hear the sounds in a one syllable word?
5. Why is it important to be able to say and sound out the beginning, middle, and ending sound of a word?
6. How does sounding out words help you when you read?
7. How can I change sounds in a word to make new words?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

2a

I am learning to hear (recognize) rhyming words.
I am learning to say (orally produce) rhyming words.

2b

I am learning to count syllables in words.
I am learning to say (pronounce) syllables in words.
I am learning to put together (blend) syllables in words.
I am learning to pull apart (segment) syllables in words.

2c

I am learning to put together (blend) onset and rimes in single-syllable words.
I am learning to pull apart (segment) onsets and rimes in single-syllable words.

2d

I am learning to tell the beginning sounds of CVC words.
I am learning to tell the middle vowel sounds in CVC words.
I am learning to tell the ending sounds in CVC words.

I am learning to say the beginning sounds of CVC words.
I am learning to say the middle vowel sounds in CVC words.
I am learning to say the ending sounds in CVC words.

2e

I am learning to add a sound to make a new word.
I am learning to change a sound to make a new word.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when I can (**hear**) recognize rhyming words.
I will know that I learned it when I orally (**say**) produce rhyming words.

I will know that I learned it when I can count syllables in words
I will know that I learned it when I can pronounce (**say**) syllables in words.
I will know that I learned it when I can blend (**put together**) syllables in words
I will know that I learned it when I can segment (**pull apart**) syllables in words.

I will know that I learned it when I can blend (**put together**) onset and rimes in single-syllable words.
I will know that I learned it when I can segment (**pull apart**) onsets and rimes in single-syllable words.

I will know that I learned it when I can isolate (**tell**) initial (**beginning**) sounds in three-phoneme words (cvc words).
I will know that I learned it when I can isolate (**tell**) medial (**middle**) vowel sounds in three-phoneme words (cvc words).
I will know that I learned it when I can isolate (**tell**) final (**last**) sound in three-phoneme words (cvc words).

I will know that I learned it when I can add a sound to a 1 syllable word to make a new word.
I will know that I learned it when I can substitute (**change**) a sound in a 1 syllable word to make a new word.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I am learning this because I am learning to read words.

Grade Level:	Kindergarten
Code:	RF.K.3
Standard: RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

1. Critical vocabulary and questions as it relates to the standard.

consonant, long vowel, short vowel, high-frequency words, different, alike, same, word families

2. Key Implementation Questions and Answers:

1. Why is it important to know the sound that a letter makes?
2. Why is it important to know the long and short vowels found in words?
3. Why are high-frequency words important?
4. How can I tell if words are alike or different?
5. How can identifying word families help me become a better reader?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to say each letter sound.
2. I am learning to connect long vowel sounds in words.
3. I am learning to connect short vowel sounds in words.
4. I am learning to say high-frequency words.
5. I am learning to say the sounds of letters that are different in words.
6. I am learning to recognize the sounds of letters that are different in words.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can demonstrate (**show**) one-to-one letter sound by producing (**saying**) for each letter.
2. I will know that I learned it when I can associate (**connect**) long vowel sounds with spellings in words for 5 major vowels.
3. I will know that I learned it when I can associate (**connect**) short vowel sounds with spellings in words for 5 major vowels.
4. I will know that I learned it when I can read (**say**) high-frequency words.

5. I will know that I learned it when I can orally (**say**) distinguish (recognize) the difference between similarly spelled words by identifying the sounds of the letters that are different.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

I am learning to say each letter sound and high frequency words because I am learning how to read.

Grade Level:	Kindergarten
Code:	RF.K.4
Standard: RF.K.4	Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding

1. Critical vocabulary and questions as it relates to the standard.

vocabulary, purpose, fluency

2. Key Implementation Questions and Answers:

1. How am I able to identify the purpose for what I am reading?
2. Why do I read different kinds of books?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to fluently read with a goal when I am reading.
2. I am learning to understand what I am reading.
3. I am learning to read with a purpose.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can read emergent-reader text to support comprehension.
2. I will know that I learned it when I can fluently (easily) read emergent-readers with purpose.
3. I will know that I learned it when I can fluently (easily) read emergent-readers with understanding.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I will be a fluent reader.

Reading Standards for Literature

Grade Level:	Kindergarten
Code:	RL.K.1
Standard: RL.K.1	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. Critical vocabulary and questions as it relates to the standard.

Characters
Setting
Important
Familiar
major events
identify

2. Key Implementation Questions and Answers:

1. How do I use text to understand the story?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to ask clear questions about key ideas from the story.
2. I am learning to answer clear questions about key details from the story.
3. I am learning to make smart guesses to build meaning from the story.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can ask explicit (**clear**) questions about key ideas from the story.
2. I will know that I learned it when I answer explicit (**clear**) questions about key details in the story.
3. I will know that I learned it when I can make logical (**smart**) inferences (**guesses**) to construct meaning from the text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I am learning to ask and answer questions about a story.

Grade Level:	Kindergarten
Code:	RL.K.2
Standard: RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

1. Critical vocabulary and questions as it relates to the standard.

- Beginning
- Middle
- End
- Retell
- Next
- Order
- First
- Last
- familiar

2. Key Implementation Questions and Answers:

How do I use what I already know in the text to retell a story using details?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. *“I am learning”*

I am learning to use ideas from a story to tell a lesson I have learned.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *“I will know that I learned it when”*

I will know that I learned it when, with teacher help, I can retell the beginning, middle, AND end of familiar stories, including details.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I can show I understand a story by retelling it.

Grade Level:	Kindergarten
Code:	RL.K.3
Standard: RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.

1. Critical vocabulary and questions as it relates to the standard.

- Characters
- Setting
- Important
- Familiar
- major events
- identify

2. Key Implementation Questions and Answers:

How do I identify the characters, settings and major events in the story?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to name characters (people or animals) in a story to make sense of the story.
2. I am learning to name the setting in a story to make sense of the story.
3. I am learning to name major events (big things that happened) in a story to make sense of the story.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can identify **(name) characters** in a story to make meaning **(sense)** of the story development.
2. I will know that I learned it when I can identify **(name) setting** in a story to make meaning **(sense)** of the story development.
3. I will know that I learned it when I can identify **(name) major (big) events (important things that happened)** in a story to make meaning **(sense)** of the story development.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this so I can tell the characters, setting and major events in a story.

Grade Level:	Kindergarten
Code:	RL.K.4
Standard: RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1. Critical vocabulary and questions as it relates to the standard.

touch, taste, smell, hear, see, emotions: happy, sad, angry, excited, etc.

2. Key Implementation Questions and Answers:

Why is it important to ask and answer questions about words that I do not know in a story?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to name words in stories that suggest a happy feeling.
2. I am learning to name words in stories that suggest a sad feeling.
3. I am learning to name words in stories that suggest an angry feeling.
4. I am learning to name words in stories that suggest an excited feeling.
5. I am learning to name words in stories that suggest a frustrated feeling.
6. I am learning to name words in poems that suggest a happy feeling.
7. I am learning to name words in poems that suggest a sad feeling.
8. I am learning to name words in poems that suggest an angry feeling.
9. I am learning to name words in poems that suggest an excited feeling.
10. I am learning to name phrases in poems that suggest a frustrated feeling.
11. I am learning to name phrases in stories that suggest a happy feeling.
12. I am learning to name phrases in stories that suggest a sad feeling.
13. I am learning to name phrases in stories that suggest an angry feeling.
14. I am learning to name phrases in stories that suggest an excited feeling.
15. I am learning to name phrases in stories that suggest a frustrated feeling.
16. I am learning to name phrases in poems that suggest a happy feeling.
17. I am learning to name phrases in poems that suggest a sad feeling.
18. I am learning to name phrases in poems that suggest an angry feeling.
19. I am learning to name phrases in poems that suggest an excited feeling.
20. I am learning to name phrases in poems that suggest a frustrated feeling.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can name words in stories that suggest a happy feeling.
2. I will know that I learned it when I can name words in stories that suggest a sad feeling.
3. I will know that I learned it when I can name words in stories that suggest an angry feeling.
4. I will know that I learned it when I can name words in stories that suggest an excited feeling.
5. I will know that I learned it when I can name words in stories that suggest a frustrated

feeling.

6. I will know that I learned it when I can name words in poems that suggest a happy feeling.
7. I will know that I learned it when I can name words in poems that suggest a sad feeling.
8. I will know that I learned it when I can name words in poems that suggest an angry feeling.
9. I will know that I learned it when I can name words in poems that suggest an excited feeling.
10. I will know that I learned it when I can name phrases in poems that suggest a frustrated feeling.
11. I will know that I learned it when I can name phrases in stories that suggest a happy feeling.
12. I will know that I learned it when I can name phrases in stories that suggest a sad feeling.
13. I will know that I learned it when I can name phrases in stories that suggest an angry feeling.
14. I will know that I learned it when I can name phrases in stories that suggest an excited feeling.
15. I will know that I learned it when I can name phrases in stories that suggest a frustrated feeling.
16. I will know that I learned it when I can name phrases in poems that suggest a happy feeling.
17. I will know that I learned it when I can name phrases in poems that suggest a happy feeling.
18. I will know that I learned it when I can name phrases in poems that suggest an angry feeling.
19. I will know that I learned it when I can name phrases in poems that suggest an excited feeling.
20. I will know that I learned it when I can name phrases in poems that suggest a frustrated feeling.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I can name words and/or sentences that show feelings.

Grade Level:	Kindergarten
Code:	RL.K.5
Standard: RL.K.5	Recognize common structures of poems, stories and dramas.

1. Critical vocabulary and questions as it relates to the standard.

- Understand
- Story
- Text
- Poem
- drama

2. Key Implementation Questions and Answers:

How can I tell the difference between genres (e.g., poem, story, and dramas)?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to name patterns of poems.
 I am learning to name patterns in stories.
 I am learning to name patterns in dramas.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify **(name)** common structures **(patterns)** of poems.
 I will know that I learned it when I can identify **(name)** common structures **(patterns)** of stories.
 I will know that I learned it when I can identify **(name)** common structures **(patterns)** of dramas.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because knowing what I am reading helps me understand more about it.

Grade Level:	Kindergarten
Code:	RL.K.6
Standard: RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.

1. Critical vocabulary and questions as it relates to the standard.

- Role
- author
- illustrator

2. Key Implementation Questions and Answers:

Why is it important to know the author's name and their role in telling the story?
 Why is it important to know the illustrator's name and their role in telling the story?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to tell the author of a story.
 I am learning to tell the author of a story and say how they tell the story.
 I am learning to tell the illustrator of a story.
 I am learning to tell the illustrator of a story and say how they tell the story.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when, with teacher help, I can name the authors in a story.
 I will know that I learned it when, with teacher help, I can tell what the author's role is in a story.
 I will know that I learned it when, with teachers' help, I can name the illustrator in a story.
 I will know that I learned it when, with teachers' help, I can tell what their roles are in a story.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I am learning this because I want to tell who the author and illustrator are in a story and tell how they tell the story.

Grade Level:	Kindergarten
Code:	RL.K.7
Standard: RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.

1. Critical vocabulary and questions as it relates to the standard.

- illustrator
- illustrations

2. Key Implementation Questions and Answers:

How do the illustrations help me understand the story?

3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

1. I am learning to describe the relationship between illustrations in a story and the story they appear in.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when, with teacher help, I can understand the story by looking at the illustrations.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this so I can describe the illustrations in a story.

RL.K.8 is NOT Applicable to Literature

Grade Level:	Kindergarten
Code:	RL.K.9
Standard: RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.

1. Critical vocabulary and questions as it relates to the standard.

alike, compare, contrast, character, adventures, experiences

2. Key Implementation Questions and Answers:

How are the characters and their adventures alike in the same or a different story?
How are the characters and their adventures different in the same or a different story?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to compare/contrast the adventures of the characters in the story.
2. I am learning to compare/contrast the experiences of characters in the story.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know I learned it when I can compare/contrast adventures of characters in the story.
I will know I learned it when I can compare/contrast experiences of characters in the story.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this so I can tell the different adventures and experiences in the story.

Grade Level:	Kindergarten
Code:	RL.K.10
Standard: RL.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

1. Critical vocabulary and questions as it relates to the standard.

infer, summarize, apply, determine, explain, describe

2. Key Implementation Questions and Answers:

Why is it important to (with prompting and support) use a variety of comprehension strategies make of text?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning how to (with prompting and support) use questioning to make sense of text.
2. I am learning how to (with prompting and support) use monitoring to make sense of text.
3. I am learning how to (with prompting and support) use visualization to make sense of text.
4. I am learning how to (with prompting and support) use inferencing to make sense of text.
5. I am learning how to (with prompting and support) use summarizing to make sense of text.
6. I am learning how to (with prompting and support) use prior knowledge to make sense of text.
7. I am learning how to (with prompting and support) use determining importance to make sense of text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can (with prompting and support) use questioning to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use monitoring to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use visualization to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use inferencing to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use summarizing to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use prior knowledge to make sense of complex literary text.

I will know that I learned it when I can (with prompting and support) use determining importance to make sense of complex literary text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

I am learning this because I need to learn different comprehension strategies to make sense of a story.

Reading Standards for Informational Text

Grade Level:	Kindergarten
Code:	RI.K.1
Standard: RI.K.1	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. Critical vocabulary and questions as it relates to the standard.

Beginning, middle, end, characters, setting, plot, key details, sequence, major events, text.

2. Key Implementation Questions and Answers:

How do I use text to understand the key details?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to ask questions about key concepts (ideas) to construct (make sense) meaning from the text.

I am learning to answer questions about key concepts (ideas) to construct (make sense) meaning from the text.

I am learning to ask questions about details to construct (make sense) meaning from the text

I am learning to answer questions about details to construct (make sense) meaning from the text

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can (with prompting and support) ask questions about key ideas to make sense of what the story means.

I will know that I learned it when I can (with prompting and support) answer questions about key ideas to make sense of what the story means.

I will know that I learned it when I can (with prompting and support) ask questions about details to make sense of what the story means.

I will know that I learned it when I can (with prompting and support) answer questions about details to make sense of what the story means.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because asking and answering key details questions helps me make sense of

what the story actually means.

Grade Level:	Kindergarten
Code:	RI.K.2
Standard:	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.

1. Critical vocabulary and questions as it relates to the standard.

Recognize
Key details
Summary
Demonstrate understanding
Central idea

2. Key Implementation Questions and Answers:

How do I use key details from a summary to understand text?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to orally recognize key details from a summary to demonstrate understanding of the central idea of a text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can orally (tell) about the key details from a summary and demonstrate understanding of the central idea of a text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because talking about the key details in a story helps me demonstrate understanding of the text.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.3	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.

1. Critical vocabulary and questions as it relates to the standard.

individuals
events
ideas
information

2. Key Implementation Questions and Answers:

Who are the individuals, events, ideas, and pieces of information presented in a story

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to identify individuals in a story.
I am learning to identify events in a story.
I am learning to identify ideas in a story.
I am learning to identify pieces of information in a story.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify individuals in a story.
I will know that I learned it when I can identify events in a story.
I will know that I learned it when I can identify ideas in a story.
I will know that I learned it when I can identify pieces of information in a story.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I am learning to tell all parts of a story.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

1. Critical vocabulary and questions as it relates to the standard.

ask, question, understand, words, meaning, answer, sentence, nonfiction text

2. Key Implementation Questions and Answers:

Why is it important to ask and answer questions about words that I do not know in nonfiction text?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to ask questions about words that I do not know in nonfiction text by using clues like: picture clues, beginning letters, etc., to help solve unknown words.

I am learning to answer questions about words that I do not know in nonfiction text by using clues like: picture clues, beginning letters, etc., to help solve unknown words.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when (with help from the teacher) I can ask questions about words that I do not know in nonfiction text and use clues like: picture clues, beginning letters, etc., to help solve unknown words.

I will know that I learned it when (with help from the teacher) I answer questions about words that I do not know in nonfiction text and use clues like: picture clues, beginning letters, etc., to help solve unknown words.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I can decode unknown words in a nonfiction text by asking and answering questions.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.5	Identify the front cover, back cover and title page of a book.

1. Critical vocabulary and questions as it relates to the standard.

- front cover
- back cover
- Title
- Page
- describe

2. Key Implementation Questions and Answers:

Why is it important to know where the front and back covers, and the title page of a book?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to find the front cover of a book.
 I am learning to find the back cover of a book.
 I am learning to find the title page of a book.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify the front cover of a book.
 I will know that I learned it when I can identify the back cover of a book.
 I will know that I learned it when I can identify title page of a book.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I need to learn the parts of a book.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.

1. Critical vocabulary and questions as it relates to the standard.

- Author
- Illustrator
- role

2. Key Implementation Questions and Answers:

Why is it important to know the author's name and their role in the text?
 Why is it important to know the illustrator's name and their role in the text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to name the author of a text.
 I am learning to name the illustrator of a text.
 I am learning to tell the author's role in a text.
 I am learning to tell the illustrator's role in a text

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when I can name the author of a text.
 I will know that I learned it when I can name the illustrator of a text.
 I will know that I learned it when I can tell about how the author tells the story.
 I will know that I learned it when I can tell about how the illustrator tells the story.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I am learning this because I need to know the author and illustrators role in an informational text.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.7	With prompting and support, describe the relationship between visuals and the text.

1. Critical vocabulary and questions as it relates to the standard.

- Illustrations
- Describe
- text

2. Key Implementation Questions and Answers:

How can the illustrations help me to understand the text?
What do you do when you come to a word that you do not know in the text?

3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to describe the relationship between visuals and the text.

4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when, with teacher help, I can describe the relationship between visuals and the text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I can show I understand the text by looking at the illustrations,

Grade Level:	Kindergarten
Code:	
Standard: RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.

1. Critical vocabulary and questions as it relates to the standard.

- author's purpose
- Support
- Claims
- text

2. Key Implementation Questions and Answers:

Why is it important to know the author's purpose in order to understand what was to be learned from the text?

How do the author's words help me understand the text?

3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to find the reasons an author gives to support his or her ideas.
I am learning to identify the claim the author gives to support his or her ideas.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when, with teacher help, I can find the reasons an author gives to support his or her ideas.
I will know that I learned it when, with teacher help, I can identify the claim the author gives to support his or her ideas.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I am learning this because I need to find reasons an author gives to support ideas in a text.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.

1. Critical vocabulary and questions as it relates to the standard.

alike, different, topic

2. Key Implementation Questions and Answers:

1. How can I identify information on two or more text on the same topic or themes.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning, with teacher help, to identify information from two or more text on similar themes or topics.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I know that I learned it when I can identify information from two or more text on similar themes or topics.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I can tell how 2 nonfiction books are alike and different.

Grade Level:	Kindergarten
Code:	
Standard: RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

1. Critical vocabulary and questions as it relates to the standard.

- Strategies
- Questioning
- Monitoring
- Visualizing
- Inference
- Summarizing
- Prior knowledge
- Importance
- Literary text

2. Key Implementation Questions and Answers:

Why is it important to make sense of literary text using a variety of comprehension strategies?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

1. I am learning to make sense of literary text using a questioning strategy to make sense of grade-level literary text.
2. I am learning to make sense of literary text using monitoring strategy to make sense of grade-level literary text.
3. I am learning to make sense of literary text using visualizing strategy to make sense of grade-level literary text.
4. I am learning to make sense of literary text using inferencing strategy to make sense of grade-level literary text.
5. I am learning to make sense of literary text using summarizing strategy to make sense of grade-level literary text.
6. I am learning to make sense of literary text using prior knowledge strategy to make sense of grade-level literary text.
7. I am learning to make sense of literary text using determining importance strategy to make sense of grade-level literary text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

1. I will know that I learned it when I can, with teacher help, use a questioning strategy to make sense of grade-level literary text.
2. I will know that I learned it when I can, with teacher help, use a monitoring strategy to make sense of grade-level literary text.
3. I will know that I learned it when I can, with teacher help, use a visualizing strategy to make sense of grade-level literary text.
4. I will know that I learned it when I can, with teacher help, use a inferencing strategy to make sense of grade-level literary text.
5. I will know that I learned it when I can, with teacher help, use a summarizing strategy to make sense of grade-level literary text.
6. I will know that I learned it when I can, with teacher help, use prior knowledge strategy to make sense of grade-level literary text.
7. I will know that I learned it when I can, with teacher help, use a determining importance strategy to make sense of grade-level literary text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “*I am learning this because*”

I am learning this because I can use comprehension strategies to make sense of literary text.

Handwriting Standards

Grade Level:	Kindergarten
Code:	
Standard: HW.K.1	Print all upper and lowercase letters and numerals.

1. Critical vocabulary and questions as it relates to the standard.

alphabet, write, handwriting, numerals, numbers

2. Key Implementation Questions and Answers:

How can I write letters and numbers in the correct form?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. *“I am learning”*

I am learning to write uppercase letters in the correct form.
I am learning to write lowercase letters in the correct form.
I am learning to write numerals in the correct form.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *“I will know that I learned it when”*

I will know that I learned it when I can write uppercase letters in the correct form.
I will know that I learned it when I can write lowercase letters in the correct form.
I will know that I learned it when I can write numerals in the correct form.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because handwriting is a foundational skill that I will utilize throughout my life.

Composition Standards

Grade Level:	Kindergarten
Code:	
Standard: C.K.1	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 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.

1. Critical vocabulary and questions as it relates to the standard.

drawing, dictating, writing, digital resources, topic, opinion, introduce, idea, planning, revising, editing

2. Key Implementation Questions and Answers:

Why is it important to compose an opinion piece that includes a topic, supporting details, transitions and a conclusion?
How can I strengthen my writing by planning, revising and editing?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to write (compose) an opinion piece with guidance and support.
I am learning to introduce a topic.
I am learning to add supporting details to my topic.
I am learning to use transitions to my writing.
I am learning to write a conclusion for my topic.
I am learning to make my writing strong by planning my writing with guidance and support from peers and adults.
I am learning to make my writing strong by revising my writing with guidance and support from peers and adults.
I am learning to make my writing strong by editing my writing with guidance and support from peers and adults.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common

misconceptions. "I will know that I learned it when"

I will know that I learned it when I can write (compose) an opinion piece with guidance and support.

I will know that I learned it when I can introduce a topic.

I will know that I learned it when I can add supporting details to my topic.

I will know that I learned it when I can use transitions to my writing.

I will know that I learned it when I can write a concluding idea.

I will know that I learned it when I can make my writing strong by planning my writing with guidance and support from peers and adults.

I will know that I learned it when I can make my writing strong by revising my writing with guidance and support from peers and adults.

I will know that I learned it when I can make my writing strong by editing my writing with guidance and support from peers and adults.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

I am learning this because I need to learn to voice my opinion on things in writing.

Grade Level:	Kindergarten
Code:	
Standard: C.K.2	<p>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.)</p> <p>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</p> <p>c. Supply information to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding idea.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

1. Critical vocabulary and questions as it relates to the standard.

informative, explanatory, explain, inform, draw, illustrate, resources, topic, collaborate, details, develop, sentence, plan, revise, edit, RACE, CAPS

2. Key Implementation Questions and Answers:

Why is it important to compose an information/explanatory piece that includes a topic, supporting details, transitions, and a conclusion?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to write (compose) an informative/explanatory piece with guidance and support.

I am learning to introduce a topic.

I am learning to add supporting details.

I am learning to use conjunctions in my writing.

I am learning to use transitions in my writing.

I am learning to add a conclusion about my topic.

I am learning to make my writing strong by planning my writing with guidance and support from peers and adults.

I am learning to make my writing strong by revising my writing with guidance and support from peers and adults.

I am learning to make my writing strong by editing my writing with guidance and support from peers and adults.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common

misconceptions. “I will know that I learned it when”

I will know that I learned it when I can write (compose) an informative/explanatory piece with guidance and support.

I will know that I learned it when I can introduce a topic.

I will know that I learned it when I can add supporting details.

I will know that I learned it when I can use conjunctions in my writing.

I will know that I learned it when I can use transitions in my writing.

I will know that I learned it when I can add a conclusion about my topic

I will know that I learned it when I can make my writing strong by planning my writing with guidance and support from peers and adults.

I will know that I learned it when I can make my writing strong by revising my writing with guidance and support from peers and adults.

I will know that I learned it when I can make my writing strong by editing my writing with guidance and support from peers and adults.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

I am learning this because I want to convey my thoughts/research through an informative/explanatory writing piece.

Grade Level:	Kindergarten
Code:	
Standard: C.K.3	<p>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 every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Recount a single event. Include details which describe actions, thoughts, emotions. Create a sense of closure. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

1. Critical vocabulary and questions as it relates to the standard.

drawing, dictating, writing, topic, opinion, introduce, idea, planning, revising, editing, emotions

2. Key Implementation Questions and Answers:

Why is it important to compose a narrative piece that includes a single event, describe actions, thoughts, emotions and create a closure.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to write (compose) a personal narrative with guidance and support.
 I am learning to recount a single event.
 I am learning to add details that describe action.
 I am learning to add details that describe thoughts.
 I am learning to add details that describe emotions.
 I am learning to write a closing for my personal narrative.
 I am learning to make my writing strong by planning my writing with guidance and support from peers and adults.
 I am learning to make my writing strong by revising my writing with guidance and support from peers and adults.
 I am learning to make my writing strong by editing my writing with guidance and support from peers and adults.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can write (compose) a personal narrative.

I will know that I learned it when I can recount a single event.
I will know that I learned it when I can add details that describe action.
I will know that I learned it when I can add details that describe thoughts.
I will know that I learned it when I can add details that describe emotions.
I will know that I learned it when I can write a closing for my personal narrative.
I will know that I learned it when I can make my writing strong by planning my writing with guidance and support from peers and adults.
I will know that I learned it when I can make my writing strong by revising my writing with guidance and support from peers and adults.
I will know that I learned it when I can make my writing strong by editing my writing with guidance and support from peers and adults.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

I am learning this because I have personal experiences I can write about.

Grade Level:	Kindergarten
Code:	
Standard: C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.

1. Critical vocabulary and questions as it relates to the standard.

digital resources, create, publish, collaborate

2. Key Implementation Questions and Answers:

What digital resources can I find to create and publish products with guidance and support from adults and peers.

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use digital resources to create my writing with guidance and support from adults in collaboration with peers.
I am learning to use digital resources to publish my writing with guidance and support from adults in collaboration with peers.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I know that I learned it when I can use digital resources to create my writing with guidance and support from adults in collaboration with peers.
I know that I learned it when I can use digital resources to publish my writing with guidance and support from adults in collaboration with peers.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I want to create different products with peers.

Grade Level:	Kindergarten
Code:	
Standard: C.K.5	With guidance and support, participate in shared research and writing projects.

2. Key Implementation Questions and Answers:

research, writing, project

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to participate in shared research with guidance and support.
I am learning to participate in writing projects with guidance and support.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can actively participate in shared research with guidance and support.
I will know that I learned it when I can actively participate in writing projects with guidance and support.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I want to be able to share research and writing projects with an audience.

Grade Level:	Kindergarten
Code:	
Standard: C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

1. Critical vocabulary and questions as it relates to the standard.

real-world experiences, information

2. Key Implementation Questions and Answers:

Why am I collecting information from real-world experiences to answer questions?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to with guidance and support collect information from real-world experiences to ask questions.

I am learning to with guidance and support collect information from real-world experiences to answer questions.

I am learning to with guidance and support provide sources to ask questions.

I am learning to with guidance and support provide sources to answer questions.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can collect information from real-world experiences to ask questions with guidance and support.

I will know that I learned it when I can collect information from real-world experiences to answer questions with guidance and support.

I will know that I learned it when I can give sources to ask questions with guidance and support.

I will know that I learned it when I can give sources to answer questions with guidance and support.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I want to gather information from real-world experiences in my life so that I can ask and answer questions.

Language Standards

Grade Level:	Kindergarten
Code:	
Standard: L.K.1	When writing or speaking, demonstrate appropriate use of: 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. d. sentences using common prepositions. e. complete sentences.

1. Critical vocabulary and questions as it relates to the standard.

nouns, verbs, prepositions, sentences

2. Key Implementation Questions and Answers:

How can I show an understanding of nouns?

How can I show an understanding of verbs?

How can I show an understanding of regular nouns?

How can I show an understanding of interrogative sentences?

How can I show an understanding of sentences using common prepositions?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to understand nouns in writing.

I am learning to understand nouns in speaking.

I am learning to understand verbs in writing.

I am learning to understand verbs in speaking.

I am learning to understand regular nouns in writing.

I am learning to understand regular nouns in speaking..

I am learning to understand interrogative sentences (who, what, when, where, why and how) in writing.

I am learning to understand interrogative sentences (who, what, when, where, why and how) in speaking.

I am learning to understand sentences using common prepositions in writing.

I am learning to understand sentences using common prepositions in speaking.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can use and understand nouns in writing.

I will know that I learned it when I can use and understand nouns in speaking.
I will know that I learned it when I can use verbs in writing.
I will know that I learned it when I can use verbs in speaking.
I will know that I learned it when I can understand regular nouns in writing.
I will know that I learned it when I can understand regular nouns in speaking..
I will know that I learned it when I can use interrogative sentences (who, what, when, where, why and how) in writing.
I will know that I learned it when I can use interrogative sentences (who, what, when, where, why and how) in speaking.
I will know that I learned it when I can use and understand sentences using common prepositions in writing.
I will know that I learned it when I can use and understand sentences using common prepositions in speaking.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

I am learning this because I need to use and understand basic language conventions in my writing and speaking.

Grade Level:	Kindergarten
Code:	
Standard: L.K.2	<p>When writing:</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1. Critical vocabulary and questions as it relates to the standard.

Capitalize, sentence, pronoun, recognize, punctuation, letter, consonant, short-vowel, phonetically, drawing.

2. Key Implementation Questions and Answers:

What words do I capitalize in a sentence?
 What are the different types of punctuation and what do they mean?
 Why is it important to know the sound that a letter makes?
 How can I sound out words to make a new word?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to capitalize the first word in a sentence.
 I am learning to capitalize the pronoun I.
 I am learning to identify and say the name of ending punctuation.
 I am learning to write a letter to stand for CVC words.
 I am learning to spell simple words by sounding them out.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can capitalize the first word in a sentence.
 I will know that I learned it when I can capitalize the pronoun I.
 I will know that I learned it when I can identify ending punctuation.
 I will know that I learned it when I can say the name of ending punctuation.
 I will know that I learned it when I can write letters to stand for CVC words.
 I will know that I learned it when I can spell simple words by sounding them out.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

I am learning this because I need to be able to write sentences using correct capitalization, punctuation, and spelling.

Grade Level:	Kindergarten
Code:	
Standard: L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify homophones. Identify common affixes and how they change the meaning of a word. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1. Critical vocabulary and questions as it relates to the standard.

Homophones, affixes, multiple-meaning words

2. Key Implementation Questions and Answers:

Why is it important to identify homophones?

Why is it important to identify common affixes?

Why is it important to use words and phrases in conversation, reading and being read to, and responding to texts?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use homophones.

I am learning to use common affixes.

I am learning how common affixes change the meaning of a word.

I am learning to use words acquired through conversation, reading and being read to and responding to text.

I am learning to use phrases acquired through conversation, reading and being read to and responding to text.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify homophones.

I will know that I learned it when I can identify common affixes.

I will know that I learned it when I can learn how common affixes change the meaning of a word.

I will know that I learned it when I can use words acquired through conversation, reading and being read to and responding to text.

I will know that I learned it when I can use phrases acquired through conversation, reading and being read to and responding to text.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

I am learning this because it is important to understand that words have different meanings.

Grade Level:	Kindergarten
Code:	
Standard: L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate an understanding of verbs, and adjectives and their antonyms. Demonstrate an understanding of verbs and adjectives and their synonyms.

1. Critical vocabulary and questions as it relates to the standard.

categories, verbs, adjectives, antonyms, synonyms

2. Key Implementation Questions and Answers:

How can I sort common objects into given categories?
 How can I demonstrate an understanding of verbs?
 How can I demonstrate an understanding of adjectives?
 How can I demonstrate an understanding antonyms for verbs?
 How can I demonstrate an understanding antonyms for adjectives?
 How can I demonstrate an understanding synonyms for verbs?
 How can I demonstrate an understanding synonyms for adjectives?

3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to sort common objects into categories.
 I am learning to use verbs.
 I am learning to use adjectives.
 I am learning to use antonyms for verbs.
 I am learning to use antonyms for adjectives.
 I am learning to use synonyms for verbs.
 I am learning to use synonyms for adjectives.

4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know I learned it when I can sort common objects into categories.
 I will know I learned it when I can use verbs.
 I will know I learned it when I can use adjectives.
 I will know I learned it when I can use antonyms for verbs.
 I will know I learned it when I can use antonyms for adjectives.
 I will know I learned it when I can use synonyms for verbs.

I will know I learned it when I can use synonyms for adjectives.

5. Ideas for Relevance (Authentic Work with a Connection to Real-World) ***"I am learning this because"***

I am learning this because I want to be an effective communicator and use a rich vocabulary.