

**1st Nine Weeks**  
**Date Range: 08/12/2024– 10/09/2024**  
**42 Days**

**Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: Kindergarten Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

Standard Key: **Blue**= Highest Stakes Strands **Yellow**= High Stakes Strands

<b>FOUNDATIONAL LANGUAGE SKILLS</b> <b>Module 1: Curious About Kindergarten</b>	<b>READING</b> <b>Module 1: Curious About Kindergarten</b>	<b>VOCABULARY</b> <b>Module 1: Curious About Kindergarten</b>	<b>WRITING</b> <b>Module 1: Curious About Kindergarten</b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> restate and follow oral directions that involve a short, related sequence of actions;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> (iii) identifying the individual words in a spoken sentence;</p> <p><b>(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b>(i) identifying and producing rhyming words;</p> <p><b>(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(iv)</b> identifying syllables in spoken words;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> identifying and matching the common sounds that letters represent</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p><b>(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p> <p><b>(E)</b> develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list</p> <p><b>(3)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p><b>(i)</b> identifying and producing rhyming words;</p> <p><b>(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> identifying and matching the common sounds that letters represent</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p> <p><b>(E)</b> develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p> <p><b>(B)</b> provide an oral, pictorial, or written response to a text</p>

<p>(i) identifying and matching the common sounds that letters represent</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) use text evidence to support an appropriate response;</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(E) listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(C) revise drafts by adding details in pictures or words;</p>	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) identify and describe the main character(s);</p> <p>(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p>(D) describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p>(D)(i) the central idea and supporting evidence with adult assistance;</p>	<p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts with adult assistance using standard English conventions, including:</p> <p>(ii) verbs;</p> <p>(iii) singular and plural nouns;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) dictate or compose informational texts.</p>
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	(D) edit drafts with adult assistance using standard English conventions, including: (ii) verbs; (iii) singular and plural nouns; (vii) capitalization of the first letter in a sentence and name; (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) share writing.	(ii) titles and simple graphics to gain information; and (F) recognize characteristics of multimodal and digital texts.	
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**Date Range: 08/12/2024– 10/09/2024**

**Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024**

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**Standard Key: Blue= Highest Stakes Strands    Yellow= High Stakes Strands**

<p style="text-align: center;"><b><u>FOUNDATIONAL</u></b>  <b><u>LANGUAGE SKILLS</u></b>  <b><u>Module 2 - There's Only One Me!</u></b></p>	<p style="text-align: center;"><b><u>READING</u></b>  <b><u>Module 2 - There's Only One Me!</u></b></p>	<p style="text-align: center;"><b><u>VOCABULARY</u></b>  <b><u>Module 2 - There's Only One Me!</u></b></p>	<p style="text-align: center;"><b><u>WRITING</u></b>  <b><u>Module 2 - There's Only One Me!</u></b></p>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> restate and follow oral directions that involve a short, related sequence of actions;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(iv)</b> identifying syllables in spoken words;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(iv)</b> identifying syllables in spoken words;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p>

<p>(B)(i) identifying and matching the common sounds that letters represent;</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p> <p>(C)(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list;</p> <p>(D)(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>
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<p><b>(4) Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><b>(5) Comprehension skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(6) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) provide an oral, pictorial, or written response to a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p>	<p><b>10) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (ii) verbs;</p> <p>(iv) adjectives, including articles;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p>	<p><b>(10) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (ii) verbs;</p> <p>(iv) adjectives, including articles;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(11) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives; and</p> <p>(B) dictate or compose informational texts.</p>
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**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**  
**(A)** discuss topics and determine the basic theme using text evidence with adult assistance;  
**(B)** identify and describe the main character(s);  
**(C)** describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  
**(D)** describe the setting.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**  
**(A)** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;  
**(D)(i)** the central idea and supporting evidence with adult assistance;  
**(E)** recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and  
**(F)** recognize characteristics of multimodal and digital texts.

	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>  (A) plan by generating ideas for writing through class discussions and drawings;  (B) develop drafts in oral, pictorial, or written form by organizing ideas;  (C) revise drafts by adding details in pictures or words;  (D)(ii) verbs;  (iv) adjectives, including articles;  (vii) capitalization of the first letter in a sentence and name;  (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  (E) share writing.</p>		
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<b>FOUNDATIONAL LANGUAGE SKILLS</b> <b>Module 2 - There's Only One Me!</b>	<b>READING</b> <b>Module 2 - There's Only One Me!</b>	<b>VOCABULARY</b> <b>Module 2 - There's Only One Me!</b>	<b>WRITING</b> <b>Module 2 - There's Only One Me!</b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> restate and follow oral directions that involve a short, related sequence of actions;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(iv)</b> identifying syllables in spoken words;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 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The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 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<p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p> <p>(C)(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list;</p> <p>(D)(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. 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The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The</b></p>	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The</b></p>
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<p>listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>          (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;          (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;          (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>          (A) describe personal connections to a variety of sources;          (B) provide an oral, pictorial, or written response to a text;          (C) use text evidence to support an appropriate response;          (E) interact with sources in meaningful ways such as illustrating or writing; and          (F) respond using newly acquired vocabulary as appropriate.</p>	<p><b>student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>          (A) plan by generating ideas for writing through class discussions and drawings;          (B) develop drafts in oral, pictorial, or written form by organizing ideas;          (C) revise drafts by adding details in pictures or words;          (D) (ii) verbs;          (iv) adjectives, including articles;          (vii) capitalization of the first letter in a sentence and name;          (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and          (E) share writing.</p>	<p><b>student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>          (A) plan by generating ideas for writing through class discussions and drawings;          (B) develop drafts in oral, pictorial, or written form by organizing ideas;          (C) revise drafts by adding details in pictures or words;          (D) (ii) verbs;          (iv) adjectives, including articles;          (vii) capitalization of the first letter in a sentence and name;          (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and          (E) share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>          (A) dictate or compose literary texts, including personal narratives; and          (B) dictate or compose informational texts.</p>
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**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**  
**(A)** discuss topics and determine the basic theme using text evidence with adult assistance;  
**(B)** identify and describe the main character(s);  
**(C)** describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  
**(D)** describe the setting.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**  
**(A)** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;  
**(D)(i)** the central idea and supporting evidence with adult assistance;  
**(E)** recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and  
**(F)** recognize characteristics of multimodal and digital texts.

	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p> <p><b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D)(ii) verbs;</p> <p>(iv) adjectives, including articles;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p>		
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<b>FOUNDATIONAL LANGUAGE SKILLS</b> <b>Module 3 - My Community Hero</b>	<b>READING</b> <b>Module 3 - My Community Hero</b>	<b>VOCABULARY</b> <b>Module 3 - My Community Hero</b>	<b>WRITING</b> <b>Module 3 - My Community Hero</b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 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The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to</b></p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading,</b></p>	<p>knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b> (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. 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The student is expected to:</b> (A) discuss topics and determine the basic theme using text evidence with adult assistance; (B) identify and describe the main character(s); (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p>	<p>knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b> (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b> (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (E) interact with sources in meaningful ways such as illustrating or writing; and</p>
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<p><b>writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p><b>both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(C) make and confirm predictions using text features and structures with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p> <p><b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;</p> <p><b>(B)</b> identify and describe the main character(s);</p> <p><b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p><b>(D)</b> describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b></p> <p><b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>	<p><b>(D)</b> describe the setting.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D)(iii) singular and plural nouns;</p> <p>(iv) adjectives, including articles;</p> <p>(vi) pronouns, including subjective, objective, and possessive cases;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p>	<p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p> <p><b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;</p> <p><b>(B)</b> identify and describe the main character(s);</p> <p><b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p><b>(D)</b> describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b></p> <p><b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p><b>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p><b>(D)(i)</b> the central idea and supporting evidence with adult assistance;</p> <p><b>(ii)</b> titles and simple graphics to gain information; and</p> <p><b>(F)</b> recognize characteristics of multimodal and digital texts.</p> <p><b>(9) Author's purpose and craft: listening, speaking,</b></p>
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	<p>such as folktales, fables, fairy tales, and nursery rhymes;  <b>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;  <b>(D) (i)</b> the central idea and supporting evidence with adult assistance;  <b>(ii)</b> titles and simple graphics to gain information; and  <b>(F)</b> recognize characteristics of multimodal and digital texts.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(A)</b> discuss with adult assistance the author's purpose for writing text;  <b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  <b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>  <b>(A)</b> plan by generating ideas for writing through class discussions and drawings;  <b>(B)</b> develop drafts in oral, pictorial, or written form by organizing ideas;  <b>(C)</b> revise drafts by adding details in pictures or words;  <b>(D)(iii)</b> singular and plural nouns;</p>		<p><b>reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(A)</b> discuss with adult assistance the author's purpose for writing text;  <b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  <b>(E)</b> listen to and experience first- and third-person texts</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>  <b>(A)</b> plan by generating ideas for writing through class discussions and drawings;  <b>(B)</b> develop drafts in oral, pictorial, or written form by organizing ideas;  <b>(C)</b> revise drafts by adding details in pictures or words;  <b>(D)(iii)</b> singular and plural nouns;  <b>(iv)</b> adjectives, including articles;  <b>(vi)</b> pronouns, including subjective, objective, and possessive cases;  <b>(ix)</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  <b>(E)</b> share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing,</b></p>
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	(iv) adjectives, including articles; (vi) pronouns, including subjective, objective, and possessive cases; (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) share writing.		<b>and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b> (A) dictate or compose literary texts, including personal narratives; and (B) dictate or compose informational texts.
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<b>2nd Nine Weeks</b> <b>Date Range:10/16/24- 12/20/24</b>			
<b>Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024</b>			
<b>**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **</b> <b>Standard Key: Blue= Highest Stakes Strands    Yellow= High Stakes Strands</b>			
<b>FOUNDATIONAL LANGUAGE SKILLS</b> <b>Module 4 - Happy Healthy Me</b>	<b>READING</b> <b>Module 4 - Happy Healthy Me</b>	<b>VOCABULARY</b> <b>Module 4 - Happy Healthy Me</b>	<b>WRITING</b> <b>Module 4 - Happy Healthy Me</b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>

<p>viii) blending spoken phonemes to form one-syllable words;</p> <p>(B) (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (D) (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources; (B) provide an oral, pictorial, or written response to a text; (C) use text evidence to support an appropriate response;</p>
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**(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

(B) generate questions about text before, during, and after reading to deepen

understanding and gain information with adult assistance;

(C) make and confirm predictions using text features and structures with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

(A) discuss topics and determine the basic theme using text evidence with adult assistance;

(B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

(D) describe the setting.

(D) retell texts in ways that maintain meaning;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

(A) discuss topics and determine the basic theme using text evidence with adult assistance;

(B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

(D) describe the setting.

**(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

(E) listen to and experience first- and third-person texts.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

**(A)** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

**(B)** discuss rhyme and rhythm in nursery rhymes and a variety of poems;

**(D) (i)** the central idea and supporting evidence with adult assistance;

**(ii)** titles and simple graphics to gain information; and

**(F)** recognize characteristics of multimodal and digital texts.

**(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

**(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

**(E)** listen to and experience first- and third-person texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

(A) plan by generating ideas for writing through class discussions and drawings;

(B) develop drafts in oral, pictorial, or written form by organizing ideas;

(C) revise drafts by adding details in pictures or words;

(D)(iii) singular and plural nouns;

(vi) pronouns, including subjective, objective, and possessive cases;

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
(E) share writing.

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**

(B) dictate or compose informational texts.



	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D)(iii) singular and plural nouns;</p> <p>(vi) pronouns, including subjective, objective, and possessive cases;</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b></p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>		
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Date Range: 01/07/25- 03/06/25

Module 4 cont.

39 Days

Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: Kindergarten Revision Date: 06/2024

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

Standard Key: **Blue**= Highest Stakes Strands **Yellow**= High Stakes Strands

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 4 - Happy Healthy Me</u></b>	<b><u>READING</u></b> <b><u>Module 4 - Happy Healthy Me</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 4 - Happy Healthy Me</u></b>	<b><u>WRITING</u></b> <b><u>Module 4 - Happy Healthy Me</u></b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants</p> <p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p><b>(vii)</b> blending spoken onsets and rimes to form simple words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p>

<p>(B)(i) identifying and matching the common sounds that letters represent;  (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;  (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and  (iv) identifying and reading at least 25 high-frequency words from a research-based list;  (C)(i) spelling words with VC, CVC, and CCVC;  (ii) spelling words using sound-spelling patterns; and  (iii) spelling high-frequency words from a research-based list;  (D)(i) identifying the front cover, back cover, and title page of a book;  (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>  (A) describe personal connections to a variety of sources;  (B) provide an oral, pictorial, or written response to a text;  (C) use text evidence to support an appropriate response;  (D) retell texts in ways that maintain meaning;</p>
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**(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(C) make and confirm predictions using text features and structures with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

(A) discuss topics and determine the basic theme using text evidence with adult assistance;

(B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

(D) describe the setting.

(E) interact with sources in meaningful ways such as illustrating or writing; and  
(F) respond using newly acquired vocabulary as appropriate.

**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

(A) discuss topics and determine the basic theme using text evidence with adult assistance;

(B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

(D) describe the setting.

**(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

(E) listen to and experience first- and third-person texts.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

**(A)** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

**(B)** discuss rhyme and rhythm in nursery rhymes and a variety of poems;

**(D) (i)** the central idea and supporting evidence with adult assistance;

**(ii)** titles and simple graphics to gain information; and

**(F)** recognize characteristics of multimodal and digital texts.

**(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

**(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

**(E)** listen to and experience first- and third-person texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

(A) plan by generating ideas for writing through class discussions and drawings;

(B) develop drafts in oral, pictorial, or written form by organizing ideas;

(C) revise drafts by adding details in pictures or words;

(D)(iii) singular and plural nouns;

(vi) pronouns, including subjective, objective, and possessive cases;

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) share writing.

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**

(B) dictate or compose informational texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**  
(A) plan by generating ideas for writing through class discussions and drawings;  
(B) develop drafts in oral, pictorial, or written form by organizing ideas;  
(C) revise drafts by adding details in pictures or words;  
(D)(iii) singular and plural nouns;  
(vi) pronouns, including subjective, objective, and possessive cases;  
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
(E) share writing.

**(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**  
(A) generate questions for formal and informal inquiry with adult assistance;  
(B) develop and follow a research plan with adult assistance;  
(C) gather information from a variety of sources with adult assistance;  
(D) demonstrate understanding of information gathered with adult assistance; and  
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**3rd Nine Weeks**  
**Date Range: 01/07/25-03/06/25**

**Content Area: English Language Arts and Reading (ELAR) Standards      Grade Level: 1<sup>st</sup> Grade      Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key: Blue= Highest Stakes Strands      Yellow= High Stakes Strands**

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 5 - I Can Do It!</u></b>	<b><u>READING</u></b> <b><u>Module 5 - I Can Do It!</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 5 - I Can Do It!</u></b>	<b><u>WRITING</u></b> <b><u>Module 5 - I Can Do It!</u></b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A) (i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B) (i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C) (i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D) (i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p>	<p><b>2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A) (i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B) (i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C) (i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D) (i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p>	<p><b>2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A) (i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B) (i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>3)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use a resource such as a picture dictionary or digital resource to find words;</p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p><b>2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A) (i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(B) (i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>3)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use a resource such as a picture dictionary or digital resource to find words;</p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>



<p>including VC, CVC, CCVC, and CVCC words;  <b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and  <b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p><b>(E)</b> develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  <b>(A)</b> use a resource such as a picture dictionary or digital resource to find words;  <b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  <b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>  with adult assistance;  <b>(C)</b> make and confirm predictions using text features and structures with adult assistance;  <b>(E)</b> make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>		<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>  <b>(A)</b> describe personal connections to a variety of sources;  <b>(B)</b> provide an oral, pictorial, or written response to a text;  <b>(C)</b> use text evidence to support an appropriate response;  <b>(D)</b> retell texts in ways that maintain meaning;  <b>(E)</b> interact with sources in meaningful ways such as illustrating or writing; and  <b>(F)</b> respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>  <b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;  <b>(B)</b> identify and describe the main character(s);  <b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  <b>(D)</b> describe the setting.</p>
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(F) make inferences and use evidence to support understanding with adult assistance;  
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:**

**(A)** discuss topics and determine the basic theme using text evidence with adult assistance;

**(B)** identify and describe the main character(s);

**(C)** describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

**(D)** describe the setting.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

**(A)** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

**(B)** discuss rhyme and rhythm in nursery rhymes and a variety of poems;

**(C)** discuss main characters in drama;

**(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

**(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

**(E)** listen to and experience first- and third-person texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

**(A)** plan by generating ideas for writing through class discussions and drawings;

**(B)** develop drafts in oral, pictorial, or written form by organizing ideas;

**(C)** revise drafts by adding details in pictures or words;

**(D)** edit drafts with adult assistance using standard English conventions, including:

**(i)** complete sentences;

**(iii)** singular and plural nouns;

**(vi)** pronouns, including subjective, objective, and possessive cases;

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**

**(A)** dictate or compose literary texts, including personal narratives; and

	<p>(D)(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) titles and simple graphics to gain information; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(G) discuss with adult assistance the characteristics of literary nonfiction.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(E) listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts with adult assistance using standard English conventions, including:</p> <p>(i) complete sentences;</p> <p>(iii) singular and plural nouns;</p> <p>(vi) pronouns, including subjective, objective, and possessive cases;</p>	<p>(B) dictate or compose informational texts.</p>
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(vii) capitalization of the first letter in a sentence and name;  
(viii) punctuation marks at the end of declarative sentences;  
and  
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
(E) share writing.

**(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**

(A) generate questions for formal and informal inquiry with adult assistance;  
(B) develop and follow a research plan with adult assistance;  
(C) gather information from a variety of sources with adult assistance;  
(D) demonstrate understanding of information gathered with adult assistance; and  
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**3rd Nine Weeks**  
**Date Range: 01/07/25-03/06/25**

**Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key: Blue= Highest Stakes Strands    Yellow= High Stakes Strands**

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>READING</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>WRITING</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b></p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves</p>	<p><b>(A)(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p> <p><b>(E)</b> develop handwriting by accurately forming all</p>	<p><b>(A)(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p> <p><b>(E)</b> develop handwriting by accurately forming all</p>

<p>(B)(i) identifying and matching the common sounds that letters represent;</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p> <p>(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list;</p> <p>(D)(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p>	<p>uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p> <p>(A) discuss topics and determine the basic theme using text evidence with adult assistance;</p> <p>(B) identify and describe the main character(s);</p> <p>(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p>(D) describe the setting.</p>	<p>uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. 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The student is expected to:</b></p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) provide an oral, pictorial, or written response to a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and</b></p>
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(A) discuss topics and determine the basic theme using text evidence with adult assistance;  
 (B) identify and describe the main character(s);  
 (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  
 (D) describe the setting.

**(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

(C) make and confirm predictions using text features and structures with adult assistance;  
 (D) create mental images to deepen understanding with adult assistance;  
 (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;  
 (F) make inferences and use evidence to support understanding with adult assistance;  
 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

(A) demonstrate knowledge of distinguishing characteristics of

**performances. The student is expected to:**

(A) discuss with adult assistance the author's purpose for writing text;  
 (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;  
 (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  
 (D) discuss with adult assistance how the author uses words that help the reader visualize; and  
 (E) listen to and experience first- and third-person texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

(A) plan by generating ideas for writing through class discussions and drawings;  
 (B) develop drafts in oral, pictorial, or written form by organizing ideas;  
 (C) revise drafts by adding details in pictures or words;  
 (D) (vi) pronouns, including subjective, objective, and possessive cases;  
 (vii) capitalization of the first letter in a sentence and name;  
 (viii) punctuation marks at the end of declarative sentences; and  
 (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
 (E) share writing.

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**



	<p>well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;  <b>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;  <b>(D)(i)</b> the central idea and supporting evidence with adult assistance;  <b>(ii)</b> titles and simple graphics to gain information; and  <b>(iii)</b> the steps in a sequence with adult assistance;  <b>(F)</b> recognize characteristics of multimodal and digital texts.  <b>(G)</b> discuss with adult assistance the characteristics of literary nonfiction.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(A)</b> discuss with adult assistance the author's purpose for writing text;  <b>(B)</b> discuss with adult assistance how the use of text structure contributes to the author's purpose;  <b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  <b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and  <b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses</b></p>	<p><b>(B)</b> dictate or compose informational texts.</p>
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	<p><b>appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (vi) pronouns, including subjective, objective, and possessive cases;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(viii) punctuation marks at the end of declarative sentences; and</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b></p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>		
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**4th Nine Weeks**  
**Date Range: 03/17/25-05/30/25**  
**Module 6 cont.**  
**52 Days**

**Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key: Blue = Highest Stakes Strands    Yellow = High Stakes Strands**

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>READING</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>	<b><u>WRITING</u></b> <b><u>Module 6 - Home of the Free and the Brave</u></b>
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b></p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 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The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 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The student is expected to:</b></p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) provide an oral, pictorial, or written response to a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her</b></p>
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 (F) make inferences and use evidence to support understanding with adult assistance;  
 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

**(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:**

(A) demonstrate knowledge of distinguishing characteristics of

**own products and performances. The student is expected to:**

(A) discuss with adult assistance the author's purpose for writing text;  
 (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;  
 (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  
 (D) discuss with adult assistance how the author uses words that help the reader visualize; and  
 (E) listen to and experience first- and third-person texts.

**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

(A) plan by generating ideas for writing through class discussions and drawings;  
 (B) develop drafts in oral, pictorial, or written form by organizing ideas;  
 (C) revise drafts by adding details in pictures or words;  
 (D) (vi) pronouns, including subjective, objective, and possessive cases;  
 (vii) capitalization of the first letter in a sentence and name;  
 (viii) punctuation marks at the end of declarative sentences; and  
 (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
 (E) share writing.

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple**

	<p>well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;  <b>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;  <b>(D)(i)</b> the central idea and supporting evidence with adult assistance;  <b>(ii)</b> titles and simple graphics to gain information; and  <b>(iii)</b> the steps in a sequence with adult assistance;  <b>(F)</b> recognize characteristics of multimodal and digital texts.  <b>(G)</b> discuss with adult assistance the characteristics of literary nonfiction.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(A)</b> discuss with adult assistance the author's purpose for writing text;  <b>(B)</b> discuss with adult assistance how the use of text structure contributes to the author's purpose;  <b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  <b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and  <b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses</b></p>	<p><b>texts that are meaningful. The student is expected to:</b>  <b>(B)</b> dictate or compose informational texts.</p>
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	<p><b>appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (vi) pronouns, including subjective, objective, and possessive cases;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(viii) punctuation marks at the end of declarative sentences; and</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b></p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>		
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**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key:** **Blue**= Highest Stakes Strands **Yellow**= High Stakes Strands

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 7- Zoom In!</u></b>	<b><u>READING</u></b> <b><u>Module 7- Zoom In!</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 7- Zoom In!</u></b>	<b><u>WRITING</u></b> <b><u>Module 7- Zoom In!</u></b>
<p><b>(1)</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(4)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p><b>(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(E)</b> develop handwriting by accurately forming all</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p><b>(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(E)</b> develop handwriting by accurately forming all</p>	<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)(i)</b> identifying and producing rhyming words;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p><b>(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(E)</b> develop handwriting by accurately forming all</p>

	<p>uppercase and lowercase letters using appropriate directionality</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>(C) make and confirm predictions using text features and structures with adult assistance;</p> <p>(D) create mental images to deepen understanding with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in</p>	<p>uppercase and lowercase letters using appropriate directionality</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations</p>	<p>uppercase and lowercase letters using appropriate directionality</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) provide an oral, pictorial, or written response to a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple</b></p>
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	<p>other texts, and society with adult assistance;  (F) make inferences and use evidence to support understanding with adult assistance;  (G) evaluate details to determine what is most important with adult assistance;  (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>  <b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;  <b>(B)</b> identify and describe the main character(s);  <b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  <b>(D)</b> describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>  <b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	<p><b>texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>  <b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;  <b>(B)</b> identify and describe the main character(s);  <b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  <b>(D)</b> describe the setting.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>  <b>(A)</b> discuss with adult assistance the author's purpose for writing text;  <b>(B)</b> discuss with adult assistance how the use of text structure contributes to the author's purpose;  <b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;  <b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and  <b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The</b></p>
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	<p>(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p>(D)(i) the central idea and supporting evidence with adult assistance;</p> <p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(G) discuss with adult assistance the characteristics of literary nonfiction.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p> <p>(A) discuss with adult assistance the author's purpose for writing text;</p> <p>(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) discuss with adult assistance how the author uses words that help the reader visualize; and</p> <p>(E) listen to and experience first- and third-person texts.</p>	<p><b>student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D)(v) prepositions;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(viii) punctuation marks at the end of declarative sentences; and</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b></p> <p>(A) dictate or compose literary texts, including personal narratives; and</p> <p>(B) dictate or compose informational texts.</p>
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**(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

- (A) plan by generating ideas for writing through class discussions and drawings;
- (B) develop drafts in oral, pictorial, or written form by organizing ideas;
- (C) revise drafts by adding details in pictures or words;
- (D)(v) prepositions;
- (vii) capitalization of the first letter in a sentence and name;
- (viii) punctuation marks at the end of declarative sentences; and
- (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
- (E) share writing.

**(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**

- (A) dictate or compose literary texts, including personal narratives; and
- (B) dictate or compose informational texts.

**(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;

	(C) gather information from a variety of sources with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		
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**4th Nine Weeks**  
**Date Range: 03/17/25-05/30/25**

**Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key: Blue = Highest Stakes Strands    Yellow = High Stakes Strands**

<b>FOUNDATIONAL LANGUAGE SKILLS</b> <b>Module 8 - From Plant to Plate</b>	<b>READING</b> <b>Module 8 - From Plant to Plate</b>	<b>VOCABULARY</b> <b>Module 8 - From Plant to Plate</b>	<b>WRITING</b> <b>Module 8 - From Plant to Plate</b>
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b></p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(vi)</b> segmenting multisyllabic words into syllables;</p> <p><b>(viii)</b> blending spoken phonemes to form one-syllable words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(x)</b> segmenting spoken one-syllable words into individual phonemes;</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p>

<p>(vi) segmenting multisyllabic words into syllables;  (viii) blending spoken phonemes to form one-syllable words;  (ix) manipulating syllables within a multisyllabic word; and  (x) segmenting spoken one-syllable words into individual phonemes;  (B) demonstrate and apply phonetic knowledge by:  (i) identifying and matching the common sounds that letters represent;  (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;  (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and  (iv) identifying and reading at least 25 high-frequency words from a research-based list;  (C) (i) spelling words with VC, CVC, and CCVC;  (ii) spelling words using sound-spelling patterns; and  (iii) spelling high-frequency words from a research-based list;  (D) (i) identifying the front cover, back cover, and title page of a book;  (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p>(iii) spelling high-frequency words from a research-based list;  (D) (i) identifying the front cover, back cover, and title page of a book;  (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>(iii) spelling high-frequency words from a research-based list;  (D) (i) identifying the front cover, back cover, and title page of a book;  (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>(iii) spelling high-frequency words from a research-based list;  (D) (i) identifying the front cover, back cover, and title page of a book;  (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>  (A) describe personal connections to a variety of sources;  (B) provide an oral, pictorial, or written response to a text;  (C) use text evidence to support an appropriate response;</p>
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<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(C) make and confirm predictions using text features and structures with adult assistance;</p> <p>(D) create mental images to deepen understanding with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(G) evaluate details to determine what is most important with adult assistance;</p> <p>(H) synthesize information to create new understanding with adult assistance; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p> <p><b>(B)</b> identify and describe the main character(s);</p> <p><b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p><b>(D)</b> describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b></p> <p><b>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p><b>(D)(i)</b> the central idea and supporting evidence with adult assistance;</p> <p><b>(ii)</b> titles and simple graphics to gain information; and</p> <p><b>(iii)</b> the steps in a sequence with adult assistance;</p> <p><b>(E)</b> recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p> <p><b>(F)</b> recognize characteristics of multimodal and digital texts.</p>		<p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p> <p><b>(B)</b> identify and describe the main character(s);</p> <p><b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p> <p><b>(D)</b> describe the setting.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p> <p><b>(A)</b> discuss with adult assistance the author's purpose for writing text;</p> <p><b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p><b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and</p> <p><b>(E)</b> listen to and experience first- and third-person texts.</p>
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<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b></p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p> <p><b>(A)</b> discuss with adult assistance the author's purpose for writing text;</p> <p><b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p><b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and</p> <p><b>(E)</b> listen to and experience first- and third-person texts.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (i) complete sentences;</p> <p>(ii) verbs;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(viii) punctuation marks at the end of declarative sentences; and</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p>		<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b></p> <p>(A) plan by generating ideas for writing through class discussions and drawings;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) (i) complete sentences;</p> <p>(ii) verbs;</p> <p>(vii) capitalization of the first letter in a sentence and name;</p> <p>(viii) punctuation marks at the end of declarative sentences; and</p> <p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b></p> <p>(B) dictate or compose informational texts.</p>
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	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b></p> <p>(B) dictate or compose informational texts.</p>		
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**4th Nine Weeks**  
**Date Range: 03/17/25-05/30/25**

**Content Area: English Language Arts and Reading (ELAR) Standards    Grade Level: Kindergarten    Revision Date: 06/2024**

**\*\*Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. \*\***

**Standard Key: Blue= Highest Stakes Strands    Yellow= High Stakes Strands**

<b><u>FOUNDATIONAL LANGUAGE SKILLS</u></b> <b><u>Module 9 – Animal Habitats</u></b>	<b><u>READING</u></b> <b><u>Module 9 – Animal Habitats</u></b>	<b><u>VOCABULARY</u></b> <b><u>Module 9 – Animal Habitats</u></b>	<b><u>WRITING</u></b> <b><u>Module 9 – Animal Habitats</u></b>
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b></p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b></p> <p><b>(A)(ix)</b> manipulating syllables within a multisyllabic word; and</p> <p><b>(B) (i)</b> identifying and matching the common sounds that letters represent;</p> <p><b>(ii)</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p><b>(iii)</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p><b>(iv)</b> identifying and reading at least 25 high-frequency words from a research-based list;</p> <p><b>(C)(i)</b> spelling words with VC, CVC, and CCVC;</p> <p><b>(ii)</b> spelling words using sound-spelling patterns; and</p> <p><b>(iii)</b> spelling high-frequency words from a research-based list;</p> <p><b>(D)(i)</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>(ii)</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p> <p><b>(v)</b> identifying all uppercase and lowercase letters; and</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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<p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p> <p>(C)(i) spelling words with VC, CVC, and CCVC;</p> <p>(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list;</p> <p>(D)(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(C) make and confirm predictions using text features and structures with adult assistance;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. 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The student is expected to:</b></p> <p>(A) discuss with adult assistance the author's purpose for writing text;</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(D) discuss with adult assistance how the author uses words that help the reader visualize; and</p> <p>(E) listen to and experience first- and third-person texts.</p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) provide an oral, pictorial, or written response to a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell texts in ways that maintain meaning;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p>
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	<p>(G) evaluate details to determine what is most important with adult assistance;  (H) synthesize information to create new understanding with adult assistance; and  (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>  <b>(B)</b> identify and describe the main character(s);  <b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  <b>(D)</b> describe the setting.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</b>  <b>(D)(i)</b> the central idea and supporting evidence with adult assistance;  <b>(ii)</b> titles and simple graphics to gain information; and  <b>(F)</b> recognize characteristics of multimodal and digital texts</p> <p><b>(9) Author's purpose and craft: listening, speaking,</b></p>		<p><b>(B)</b> identify and describe the main character(s);  <b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and  <b>(D)</b> describe the setting.</p> <p><b>10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>  (A) plan by generating ideas for writing through class discussions and drawings;  (B) develop drafts in oral, pictorial, or written form by organizing ideas;  (C) revise drafts by adding details in pictures or words;  (D) (i) complete sentences;  (vii) capitalization of the first letter in a sentence and name;  (viii) punctuation marks at the end of declarative sentences; and  (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  (E) share writing.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>  (B) dictate or compose informational texts.</p>
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**reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**

**(A)** discuss with adult assistance the author's purpose for writing text;

**(C)** discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

**(D)** discuss with adult assistance how the author uses words that help the reader visualize; and

**(E)** listen to and experience first- and third-person texts.

**10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**

**(A)** plan by generating ideas for writing through class discussions and drawings;

**(B)** develop drafts in oral, pictorial, or written form by organizing ideas;

**(C)** revise drafts by adding details in pictures or words;

**(D)** (i) complete sentences;

(vii) capitalization of the first letter in a sentence and name;

(viii) punctuation marks at the end of declarative sentences;

and

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

**(E)** share writing.

**(12) Inquiry and research: listening, speaking, reading,**

	<p><b>writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b></p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>		
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