# 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

# FOUNDATIONAL LANGUAGE SKILLS Module 1: Curious About Kindergarten

- (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) restate and follow oral directions that involve a short, related sequence of actions:
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns: and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- 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:
- (A) (iii) identifying the individual words in a spoken sentence:
- (iii) identifying the individual words in a spoken sentence;
- (v) blending syllables to form multisyllabic words;
- (B) demonstrate and apply phonetic knowledge by:

# READING Module 1: Curious About Kindergarten

- (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:
- (A)(i) identifying and producing rhyming words;
- (iii) identifying the individual words in a spoken sentence;
- (iv) identifying syllables in spoken words;
- (v) blending syllables to form multisyllabic words;
- (B) demonstrate and apply phonetic knowledge by:
- (i) identifying and matching the common sounds that letters represent
- (D) demonstrate print awareness by:
- (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:
- (v) identifying all uppercase and lowercase letters; and
- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality

# VOCABULARY Module 1: Curious About Kindergarten

- (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) demonstrate and apply phonetic knowledge by:
- (iv) identifying and reading at least 25 high-frequency words from a research-based list
- (C) demonstrate and apply spelling knowledge by:
- (ii) spelling words using sound-spelling patterns; and
- (iii) spelling high-frequency words from a research-based list
- (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) 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.

# WRITING Module 1: Curious About Kindergarten

- (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:
- (A) demonstrate phonological awareness by:
- (i) identifying and producing rhyming words;
- (iii) identifying the individual words in a spoken sentence;
- (B) demonstrate and apply phonetic knowledge by:
- (i) identifying and matching the common sounds that letters represent
- (C) demonstrate and apply spelling knowledge by:
- (ii) spelling words using sound-spelling patterns; and
- (iii) spelling high-frequency words from a research-based list
- (v) identifying all uppercase and lowercase letters; and
- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality
- (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) provide an oral, pictorial, or written response to a text

- (i) identifying and matching the common sounds that letters represent
- (C) demonstrate and apply spelling knowledge by:

(ii) spelling words using

- sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list
- (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.
- (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:
- (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.
- (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:
- (C) use text evidence to support an appropriate response;
- (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:
- (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:
- (C) revise drafts by adding details in pictures or words;

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

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

(D) edit drafts with adult	(ii) titles and simple graphics to	
assistance using standard	gain information; and	
English conventions, including:	(F) recognize characteristics of	
(ii) verbs;	multimodal and digital texts.	
(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.		

#### 1st Nine Weeks 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

#### FOUNDATIONAL LANGUAGE SKILLS Module 2 - There's Only One Me!

- (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)** restate and follow oral directions that involve a short, related sequence of actions;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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:
- (A)(i) identifying and producing rhyming words;
- (iv) identifying syllables in spoken words;
- (v) blending syllables to form multisyllabic words;
- (vi) segmenting multisyllabic words into syllables;
- (vii) blending spoken onsets and rimes to form simple words;
- (viii) blending spoken phonemes to form one-syllable words:

## READING Module 2 - There's Only One Me!

- (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:
- (A)(i) identifying and producing rhyming words;
- (iv) identifying syllables in spoken words;
- (v) blending syllables to form multisyllabic words;
- (vi) segmenting multisyllabic words into syllables;
- (vii) blending spoken onsets and rimes to form simple words;
- (viii) blending spoken phonemes to form one-syllable words;
- (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)(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;

# VOCABULARY Module 2 - There's Only One Me!

- (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)(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)(ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency
- (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;
- (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

#### WRITING Module 2 - There's Only One Me!

- (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)(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)(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;
- (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

- (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)(ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based
- (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;
- (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.
- (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) 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.

- (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;
- (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.
- (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) 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.
- (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.

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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:
- (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.

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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;
- (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.

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

- 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) (ii) verbs;
- (iv) adjectives, including articles:
- (vii) capitalization of the first letter in a sentence and name:
- 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.

- (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) (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.
- (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.

- (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.

(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:	
(E) listen to and experience	
first- and third-person texts.	
(10) G	
(10) Composition: listening,	
speaking, reading, writing,	
and thinking using multiple	
textswriting 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)(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.	
(L) share writing.	

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

- (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)(ii) spelling words using sound-spelling patterns; and
  (iii) spelling high-frequency
- (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;
- (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.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The
- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and

student is expected to:

(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

- 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.
- (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) 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.
- (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.

- (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) 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.
- (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:
- (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.

foundational language skills:
listening, speaking, reading,
writing, and
thinking--vocabulary. The
student uses newly acquired
vocabulary expressively. The
student is expected to:
(B) use illustrations and texts
the student is able to read or
hear to learn or clarify word

(3) Developing and sustaining

- meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- (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;
- (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.

- 10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The
- (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The

(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.

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

- 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) (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.

- 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.
- (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.
- (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.

- (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.

(0)			
[ <del>(9</del> )	Author's purpose and		
cra	ift: listening, speaking,		
rea	ding, writing, and thinking		
usi	ng multiple texts. The		
stu	dent uses critical inquiry to		
ana	alyze the authors' choices		
and	d how they influence and		
	mmunicate meaning within		
	ariety of texts. The student		
	alyzes and applies author's		
	oft purposefully in order to		
	velop his or her own		
	oducts and performances.		
	e student is expected to:		
	listen to and experience		
	st- and third-person texts.		
	•		
(10	) Composition: listening,		
	eaking, reading, writing,		
	d thinking using multiple		
	tswriting process. The		
	dent uses the writing		
pro	ocess recursively to		
cor	mpose multiple texts that		
are	e legible and uses		
арј	propriate conventions. The		
	dent is expected to:		
	) plan by generating ideas		
	writing through class		
	cussions and drawings;		
	develop drafts in oral,		
	torial, or written form by		
	ganizing ideas;		
	revise drafts by adding		
	ails in pictures or words;		
	)(ii) verbs;		
	) adjectives, including		
	icles;		
	i) capitalization of the first		
	ter in a sentence and name;		
	correct spelling of words		
	th grade-appropriate		
	hographic patterns and rules		
	d high-frequency words; and		
(E)	share writing.		

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 VOCABULARY FOUNDATIONAL READING WRITING **LANGUAGE SKILLS Module 3 - My Community Module 3 - My Community Module 3 - My Community Module 3 - My Community** Hero Hero Hero Hero (1) Developing and sustaining (2) Developing and sustaining 2) Developing and sustaining 2) Developing and sustaining foundational language skills: foundational language skills: foundational language skills: foundational language skills: listening, speaking, discussion, listening, speaking, reading, listening, speaking, reading, listening, speaking, reading, and thinking--oral language. writing, and writing, and writing, and The student develops oral thinking--beginning reading thinking--beginning reading thinking--beginning reading language through listening, and writing. The student and writing. The student and writing. The student speaking, and discussion. The develops word structure develops word structure develops word structure knowledge through student is expected to: knowledge through knowledge through (A) listen actively and ask phonological awareness, print phonological awareness, print phonological awareness, print concepts, phonics, and concepts, phonics, and concepts, phonics, and questions to understand information and answer morphology to communicate, morphology to communicate, morphology to communicate, decode, and spell. The student questions using multi-word decode, and spell. The student decode, and spell. The student responses; is expected to: is expected to: is expected to: D) work collaboratively with (A) (i) identifying and (A) (i) identifying and (A) (i) identifying and producing rhyming words; others by following producing rhyming words; producing rhyming words; agreed-upon rules for (ii) recognizing spoken (ii) recognizing spoken (ii) recognizing spoken discussion, including taking alliteration or groups of words alliteration or groups of words alliteration or groups of words that begin with the same spoken that begin with the same spoken that begin with the same spoken turns; and (E) develop social onset or initial sound; onset or initial sound; onset or initial sound; (vii) blending spoken onsets communication such as (vii) blending spoken onsets (vii) blending spoken onsets and rimes to form simple and rimes to form simple and rimes to form simple introducing himself/herself, using common greetings, and words; words: words: viii) blending spoken expressing needs and wants viii) blending spoken viii) blending spoken phonemes to form one-syllable phonemes to form one-syllable phonemes to form one-syllable words; words; words; (2) Developing and sustaining (B) (i) identifying and (B)(i) identifying and (B)(i) identifying and matching matching the common sounds matching the common sounds the common sounds that letters foundational language skills: listening, speaking, reading, that letters represent; that letters represent; represent; writing, and (ii) using letter-sound (ii) using letter-sound (ii) using letter-sound thinking--beginning reading relationships to decode, relationships to decode, relationships to decode, including VC, CVC, CCVC, including VC, CVC, CCVC, including VC, CVC, CCVC, and writing. The student develops word structure and CVCC words; and CVCC words; and CVCC words; knowledge through (iii) recognizing that new (iii) recognizing that new (iii) recognizing that new phonological awareness, print words are created when letters words are created when letters words are created when letters concepts, phonics, and are changed, added, or deleted are changed, added, or deleted are changed, added, or deleted morphology to communicate, such as it - pit - tip - tap; and such as it - pit - tip - tap; and such as it - pit - tip - tap; and decode, and spell. The student (iv) identifying and reading at (iv) identifying and reading at (iv) identifying and reading at least 25 high-frequency words least 25 high-frequency words least 25 high-frequency words is expected to: (A)(i) identifying and from a research-based list: from a research-based list: from a research-based list; producing rhyming words; (C) (i) spelling words with VC, (C) (i) spelling words with VC, (C) (i) spelling words with VC, (ii) recognizing spoken CVC, and CCVC; CVC, and CCVC; CVC, and CCVC; (ii) spelling words using (ii) spelling words using alliteration or groups of words (ii) spelling words using that begin with the same spoken sound-spelling patterns; and sound-spelling patterns; and sound-spelling patterns; and onset or initial sound; (iii) spelling high-frequency (iii) spelling high-frequency (iii) spelling high-frequency (vii) blending spoken onsets words from a research-based words from a research-based words from a research-based and rimes to form simple list; list; list; words; (viii) blending spoken (D)(i) identifying the front (D)(i) identifying the front (D)(i) identifying the front phonemes to form one-syllable cover, back cover, and title page cover, back cover, and title page cover, back cover, and title page words: of a book: of a book: of a book: (ii) holding a book right side (ii) holding a book right side (ii) holding a book right side up, turning pages correctly, and up, turning pages correctly, and up, turning pages correctly, and

- (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
- (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 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.

- 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.
- (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) 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.
- (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.

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to

- 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.
- (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) 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.
- (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

- 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.
- (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) 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.
- (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:
- (D) retell texts in ways that maintain meaning;
- (E) interact with sources in meaningful ways such as illustrating or writing; and

(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) 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.
- (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.

- 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:
- (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.
- (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

- (D) describe the setting.
- (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:
- (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.

- (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.
- (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,

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:
- (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;
- (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;

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:

(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;

(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;
- (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.

(11) Composition: listening, speaking, reading, writing,

(iv) adjectives, including	and thinking using multiple
articles;	textsgenres. The student
(vi) pronouns, including	uses genre characteristics and
subjective, objective, and	craft to compose multiple
possessive cases;	texts that are meaningful. The
(ix) correct spelling of words	student is expected to:
with grade-appropriate	(A) dictate or compose literary
orthographic patterns and rules	texts, including personal
and high-frequency words; and	narratives; and
(E) share writing.	(B) dictate or compose
	informational texts.

#### 2nd Nine Weeks Date Range:10/16/24- 12/20/24

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

#### FOUNDATIONAL LANGUAGE SKILLS Module 4 - Happy Healthy Me

# (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:

- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns: and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants
- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;

#### READING Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;
- viii) blending spoken phonemes to form one-syllable words;
- (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;

# VOCABULARY Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;
- viii) blending spoken phonemes to form one-syllable words;
- (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
- (iii) spelling high-frequency words from a research-based list;
- (D)(i) identifying the front cover, back cover, and title page of a book;

#### WRITING Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;
- viii) blending spoken phonemes to form one-syllable words;
- (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;

- viii) blending spoken phonemes to form one-syllable words;
- (B) (i) identifying and matching the common sounds that letters represent;
- 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.
- (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.

- (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.
- (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.
- (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.

- (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
- (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.
- (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.

- (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.
- (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.
- (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;

- (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
- (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 textswriting 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.	

#### 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

#### FOUNDATIONAL LANGUAGE SKILLS Module 4 - Happy Healthy Me

- (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:
- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants
- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words:
- viii) blending spoken phonemes to form one-syllable words;

# READING Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words; (ii) recognizing spoken
- (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;
- viii) blending spoken phonemes to form one-syllable words;
- (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;

# VOCABULARY Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words;
  (ii) recognizing spoken alliteration or groups of words that begin with the same spoken
- onset or initial sound;
  (vii) blending spoken onsets
  and rimes to form simple
  words;
- viii) blending spoken phonemes to form one-syllable words:
- (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;

#### WRITING Module 4 - Happy Healthy Me

- (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:
- (A) (i) identifying and producing rhyming words;
- (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (vii) blending spoken onsets and rimes to form simple words;
- viii) blending spoken phonemes to form one-syllable words:
- (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;

- (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
- (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.

(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.

- (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.
- (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.
- (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.
- (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.

- (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.
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- (A) use a resource such as a picture dictionary or digital resource to find words;
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- (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

- (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
- 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.
- (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.
- (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;
- (D) retell texts in ways that maintain meaning;

- (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
- (A) generate questions for formal and informal inquiry with adult assistance;

expected to:

- (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: 1st 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

# FOUNDATIONAL LANGUAGE SKILLS Module 5 - I Can Do It!

#### <u>READING</u> <u>Module 5 - I Can Do It!</u>

### **VOCABULARY Module 5 - I Can Do It!**

### WRITING Module 5 - I Can Do It!

- (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:
- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- 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:
- (A) (i) identifying and producing rhyming words; viii) blending spoken phonemes to form one-syllable words;
- (B) (i) identifying and matching the common sounds that letters represent;
- (ii) using letter-sound relationships to decode.

- 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:
- (A) (i) identifying and producing rhyming words; viii) blending spoken phonemes to form one-syllable words;
- (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

- 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:
- (A) (i) identifying and producing rhyming words; viii) blending spoken phonemes to form one-syllable words;
- (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;
- (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.

- 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:
- (A) (i) identifying and producing rhyming words; viii) blending spoken phonemes to form one-syllable words;
- (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;
- (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.

- 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:
- (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.

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality
- (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.
- (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.
- 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:
- 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;

- (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;
- (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.

- (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.
- (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

(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.

(G) discuss with adult assistance the characteristics of literary nonfiction.

(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;

(B) dictate or compose informational texts.

(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

# FOUNDATIONAL LANGUAGE SKILLS Module 6 - Home of the Free and the Brave

# (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:

- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language:
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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:
- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words;
- (x) segmenting spoken one-syllable words into individual phonemes;

# READING Module 6 - Home of the Free and the Brave

# (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:

- (A)(vi) segmenting multisyllabic words into syllables:
- (viii) blending spoken phonemes to form one-syllable words;
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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;
- demonstrate and apply spelling knowledge by:
- (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

# VOCABULARY Module 6 - Home of the Free and the Brave

- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words;
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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) demonstrate and apply spelling knowledge by:
- (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
- (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;
- (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

# WRITING Module 6 - Home of the Free and the Brave

- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words;
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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) demonstrate and apply spelling knowledge by:
- 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;
- (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

- (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 demonstrate and apply spelling knowledge by:
- (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;
- (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.
- (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.

- 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.
- (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) 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.
- (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.
- (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:

uppercase and lowercase letters using appropriate directionality.

- (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) 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.
- (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.

uppercase and lowercase letters using appropriate directionality.

- (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) 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.
- (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;
- (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.
- (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

- (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:

well-known children's literature	(B) dictate or compose
such as folktales, fables, fairy	informational texts.
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	
(iii) the steps in a sequence	
with adult assistance;	
(F) recognize characteristics of	
multimodal and digital texts.  (G) discuss with adult	
assistance the characteristics of	
literary nonfiction.	
(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:	
(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.	
person tento.	
(10) Composition: listening,	
speaking, reading, writing,	
and thinking using multiple	
textswriting 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.	
(2) 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.	
results.	
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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

#### FOUNDATIONAL LANGUAGE SKILLS Module 6 - Home of the Free and the Brave

# (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:

- (A) listen actively and ask questions to understand information and answer questions using multi-word responses:
- (C) share information and ideas by speaking audibly and clearly using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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:
- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words:
- (x) segmenting spoken one-syllable words into individual phonemes;

# READING Module 6 - Home of the Free and the Brave

- (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:
- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words:
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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;
- 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:
- demonstrate and apply spelling knowledge by:
- (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
- (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

# VOCABULARY Module 6 - Home of the Free and the Brave

- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words:
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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) demonstrate and apply spelling knowledge by:
- (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;
- (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

## WRITING Module 6 - Home of the Free and the Brave

- (A)(vi) segmenting multisyllabic words into syllables;
- (viii) blending spoken phonemes to form one-syllable words;
- (x) segmenting spoken one-syllable words into individual phonemes;
- (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) demonstrate and apply spelling knowledge by:
- (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;
- (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

- (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 demonstrate and apply spelling knowledge by:
- (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;
- (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.
- (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.

- 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.
- (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) 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.
- (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.
- (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:

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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;
- (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.
- (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

- (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

# 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
- 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

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 (iii) the steps in a sequence with adult assistance; (F) recognize characteristics of multimodal and digital texts. (G) discuss with adult assistance the characteristics of literary nonfiction. (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: (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

texts that are meaningful. The student is expected to:

(B) dictate or compose informational texts.

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.	
(2) mure 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	
regults	
results.	

**Refer	to the	Year at a	ı Glance	and P	acing	Calenda	ar Whe	n Lesson	Planning.	**
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Standard Key: Blue Highest Stakes Strands Yellow High Stakes Strands

#### FOUNDATIONAL LANGUAGE SKILLS Module 7- Zoom In!

# (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:

- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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.

# READING Module 7- Zoom In!

- (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:
- (A)(i) identifying and producing rhyming words; (viii) blending spoken
- (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)(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
- 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) demonstrate and apply spelling knowledge by:
- (i) spelling words with VC, CVC, and CCVC;
- (ii) spelling words using sound-spelling patterns; and
- (D) demonstrate print awareness by:
- (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
- (E) develop handwriting by accurately forming all

## VOCABULARY Module 7- Zoom In!

- (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:
- (A)(i) identifying and producing rhyming words; (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)(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) demonstrate and apply spelling knowledge by:
- (i) spelling words with VC, CVC, and CCVC;
- (ii) spelling words using sound-spelling patterns; and
- (D) demonstrate print awareness by:
- (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
- (E) develop handwriting by accurately forming all

## WRITING Module 7- Zoom In!

- (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:
- (A)(i) identifying and producing rhyming words; (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)(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) demonstrate and apply spelling knowledge by:
- (i) spelling words with VC, CVC, and CCVC;
- (ii) spelling words using sound-spelling patterns; and
- (D) demonstrate print awareness by:
- (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
- (E) develop handwriting by accurately forming all

uppercase and lowercase letters using appropriate directionality

- (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) 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
- (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.
- (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;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in

uppercase and lowercase letters using appropriate directionality

- (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) 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

uppercase and lowercase letters using appropriate directionality

- (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) 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.
- (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;
- (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
- (F) respond using newly acquired vocabulary as appropriate.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple

- 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.
- (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;

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:
- (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

- (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
- (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.
- (G) discuss with adult assistance the characteristics of literary nonfiction.
- (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:
- (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.

- 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.

(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	

## 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

# FOUNDATIONAL LANGUAGE SKILLS Module 8 - From Plant to Plate

- (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:
- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language:
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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:
- (A)(iii) identifying the individual words in a spoken sentence:
- (v) blending syllables to form multisyllabic words;

# READING Module 8 - From Plant to Plate

- (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:
- (A)(iii) identifying the individual words in a spoken sentence;
- (v) blending syllables to form multisyllabic words;
- (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

## VOCABULARY Module 8 - From Plant to Plate

- (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:
- (A)(iii) identifying the individual words in a spoken sentence;
- (v) blending syllables to form multisyllabic words;
- (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;
- 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

# WRITING Module 8 - From Plant to Plate

- (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:
- (A)(iii) identifying the individual words in a spoken sentence;
- (v) blending syllables to form multisyllabic words;
- (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

- (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
- (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.

- (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.
- (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.
- (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.

- (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.
- (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.

- (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.
- (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.
- (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;

- (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.
- 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:
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
- (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;
- (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.

- (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) 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:
- (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
- (iii) the steps in a sequence 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.

- (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:
- (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:
- (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.

- (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.

- (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:
- (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;
- (ii) verbs:
- (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.

- (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;
- (ii) verbs:
- (vii) capitalization of the first letter in a sentence and name:
- (viii) punctuation marks at the end of declarative sentences;
- (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.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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.	
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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

## **FOUNDATIONAL LANGUAGE SKILLS**

## Module 9 - Animal Habitats

- (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:
- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language:
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- (E) develop social communication such as introducing himself/herself. using common greetings, and expressing needs and wants.
- (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:
- (A)(ix) manipulating syllables within a multisyllabic word; and
- (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;

#### READING **Module 9 – Animal Habitats**

- (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:
- (A)(ix) manipulating syllables within a multisyllabic word;
- (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;
- (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

## **VOCABULARY Module 9 – Animal Habitats**

- (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:
- (A)(ix) manipulating syllables within a multisyllabic word;
- (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;
- (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

## **WRITING Module 9 – Animal Habitats**

- (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:
- (A)(ix) manipulating syllables within a multisyllabic word;
- (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;
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- (D(i) identifying the front cover, back cover, and title page of a book:
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- (iv) recognizing the difference between a letter and a printed word: and
- (v) identifying all uppercase and lowercase letters; and

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- (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list:
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- (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.
- (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.

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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.
- (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:
- (A) establish purpose for reading assigned and self-selected texts 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;
- (F) make inferences and use evidence to support understanding with adult assistance;

- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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) 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.
- (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:
- (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.

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- (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;
- (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:

- (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.
- (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) 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:
- (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,

- (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.
- 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.
- (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.

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,