Reading, Writing, & Foundational Skills Standards

Kindergarten Scope & Sequence

	Unit 1: ARC Literacy Lab	Unit 2: Zoology	Unit 3: Ecology	Unit 4: Entomology
	Q1: 1st 6–8 Weeks of School	**Q2: Approximate Weeks 9–17**	**Q3: Approximate Weeks 18–26**	**Q4: Approximate Weeks 27–36**
Reading	**R.K.1:** With prompting and support, ask and answer questions about key details in a text. **R.K.4:** Ask and answer questions about unkno wn words in a text. **R.K.6:** With prompting and support, name the author and illustrator of a story/text and define the role of each in telling the story/presenting the ideas or information in a text. **R.K.7:** With prompting and support, describe the relationship between illustrations and the story/text in which they appear.	**R.K.4:** Ask and answer questions about unknown words in a text. **RL.K.5:** Recognize common types of texts. **RI.K.5:** Identify the front cover, back cover, and title page of a book. **RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **RL.K.2:** With prompting and support, retell familiar stories, including key details. **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.	**RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story. **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Across ALL Four Units: R.K.1, R.K.4, R.K.10		**Across ALL Four Units: R.K.1, R.K.4, R.K.10**	
Writing	**W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Apply Focus Foundational Skills in writing.	**W.K.1, W.K.2, W.K.3:** Students spend a few weeks on each. Apply Focus Foundational Skills in writing.	**W.K.1, W.K.2, W.K.3:** Students spend a few weeks on each. Apply Focus Foundational Skills in writing.	**W.K.1, W.K.2, W.K.3:** Students spend a few weeks on each. Apply Focus Foundational Skills in writing.
	Across ALL Four Units: W.K.5, W.K.7, W.K.8		**Across ALL Four Units: W.K.5, W.K.7, W.K.8**	
Foundational Skills	**RF.K.4:** Read emergent-reader texts with purpose and understanding. **RF.K.1.A:** Follow words from left to right, top to bottom, and page by page. **RF.K.1.C:** Understand that words are separated by spaces in print. **RF.K.1.D:** Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.2.A:** Recognize and produce rhyming words. **RF.K.3.A:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	**RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.3.C:** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). **RF.K.3.D:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**RF.K.2.B:** Count, pronounce, blend, and segment syllables in spoken words. **RF.K.3.D:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.1.3.A:** Know the spelling-sound correspondences for common consonant digraphs [(sh-, ch-, th-, wh-) and blends].	**RF.K.2.C:** Blend and segment onset and rimes of single-syllable spoken words. **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. **RF.K.2.E:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.3.B:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	Ehri's Phases of Word Reading Development (Orthographic Mapping) **Pre-Alphabetic** → **Partial Alphabetic**		→ **Full Alphabetic**	
	Phonological Awareness Oral rhyming	Alliteration Phoneme Isolation	Syllables Phoneme Isolation	Onset and rime Phoneme Manipulation
	Phonics Letter names and sounds	Letter names and sounds	Initial blends and digraphs	One syllable decoding: Long and short vowels
	Word Study Writing represents speech.	Words are represented by specific strings of letters. Read and spell 1G words.	Read and spell 1G/2G words.	Read and spell 2G/1B words.

Leave No Reader Behind

Kindergarten Independent Reading Level Assessment (IRLA) Targets*

Unit 1 — **Unit 2**

0.01 (1Y) — 0.2 (2Y+) — 0.3 (3Y+) — 0.4 (3Y+)

Kindergarten Independent Reading Level Assessment (IRLA) Targets*

Unit 3 — **Unit 4**

0.4 (3Y+) — 0.5 (1G)/0.6 (1G+) — 0.7 (1G+) — 0.8(2G)/0.9(2G+) — 0.99 (Ready for 1B)