

## Elementary: Reading

### Grade K Priority Standards

#### **Print Concepts**

RF.K.1 : Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

#### **Phonological Awareness**

RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### **Phonics and Word Recognition**

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### **Reading Literature**

RL.K.1: With prompting and support, ask and answer questions about key details in a text

#### **Reading Information**

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

#### **Fluency**

RF.K.4: Read emergent-reader texts with purpose and understanding.

#### **Language**

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts

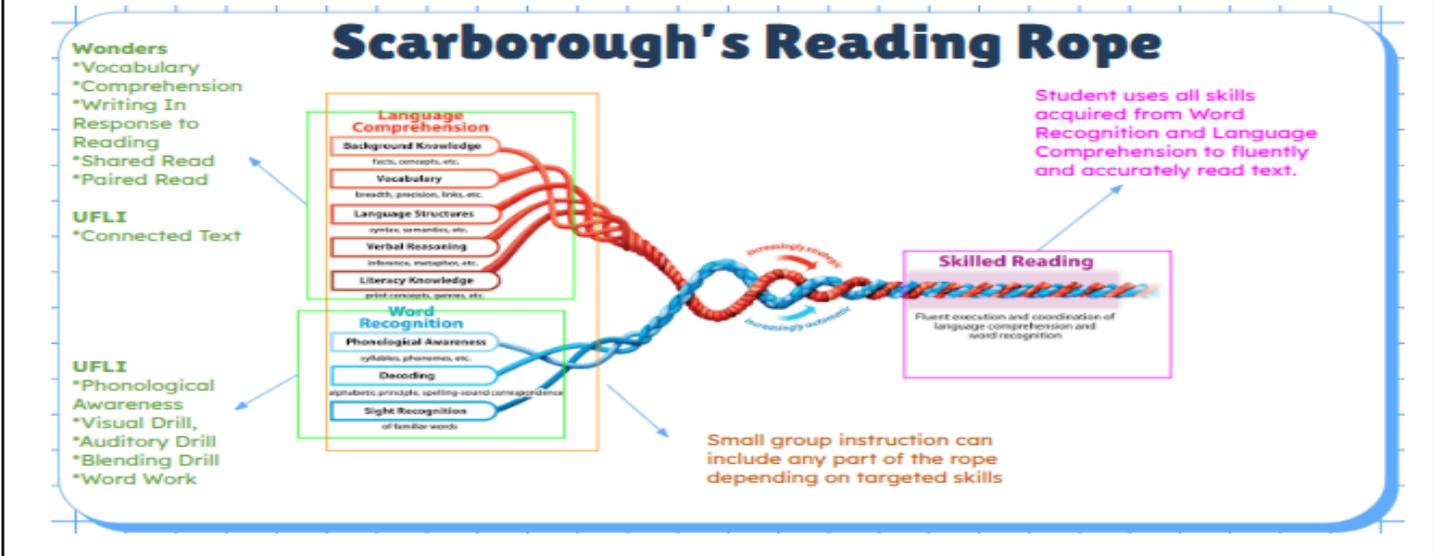
#### **Speaking and Listening**

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

#### **Writing About Text**

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



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|        | <p>UFLI Foundations<br/><a href="#">The Reading League</a></p>  | <p>Wonders<br/><a href="#">Edreports.org</a><br/><a href="#">The Reading League</a></p>   |
| Unit 0 | <p>UFLI Foundations provides clear lesson following an eight-step routine that supports students' reading development in the areas of:</p>  | <p>In this Start Smart unit, students will focus on key foundational skills. Students will be reading stories and discussing what makes each of them special. Students will be reading stories and discussing all the things kindergarten students can do.</p>  |
| Unit 1 | <ol style="list-style-type: none"> <li>1. Phonemic Awareness</li> <li>2. Visual Drill</li> <li>3. Auditory Drill</li> <li>4. Blending Drill</li> <li>5. New Concept</li> </ol>  | <p>Theme: Take a New Step<br/>Big Idea: What can we learn when we try new things?</p> <p>In unit 1 students will focus on how friends get along, reading stories about sharing, taking turns, and resolving conflicts. Next, students will be reading stories about baby animals and their families, discovering how baby animals move. Finally, students will focus on using their five senses to explore the world around them, reading stories about hearing, tasting, touching, seeing, and smelling.</p>   |
| Unit 2 | <ol style="list-style-type: none"> <li>6. Word Work</li> <li>7. Irregular Words</li> <li>8. Connected Text</li> </ol> <p>Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing</p> | <p>Theme: Let's Explore<br/>Big Idea: What can you find out when you explore?</p> <p>In unit 2, students will explore the everyday tools people use for work, play, cooking, and chores. They'll read about tools like eating utensils, calculators, and shovels. Next, students will focus on the shapes they see in nature and around their neighborhood. Finally, the students will be learning about various kinds of bugs and how they feel to the touch. Students will read about a variety of bugs found in nature, including bees, ants, and butterflies.</p> |
| Unit 3 | <p>Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing</p>   | <p>Theme: Going Places<br/>Big Idea: What can you learn by going to different places?</p> <p>In unit 3 students will focus on the rules they follow at home and in school, and will also read stories about laws in neighborhoods and communities. Next, students will be reading stories about sounds in their neighborhoods and communities, and will experiment with making sounds. Following that, students will be reading stories about places they visit in their neighborhoods and</p>  |

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|        | activities.  | communities, and will discuss these places and the people they see there.   |
| Unit 4 | <p>The program targets key foundational reading skills for students, including:</p> <ul style="list-style-type: none"> <li>a. phoneme blending and segmentation</li> <li>b. accuracy and automaticity with grapheme-phoneme correspondences</li> </ul> | <p>Theme: Around the Neighborhood<br/>Big Idea: What do you know about the people and the places in your neighborhood?</p> <p>In unit 4 students will focus on different community jobs, reading stories and learning about the tools workers use. Next, students will be reading about various cultures worldwide, appreciating diverse customs. Finally, students will read stories about how communities improve their environment by building things like roads, playgrounds, and community gardens.</p>  |
| Unit 5 | <ul style="list-style-type: none"> <li>c. decoding fluency with known concepts</li> <li>d. explicit new concept instruction</li> <li>e. decoding and encoding practice</li> </ul>  | <p>Theme: Wonders of Nature<br/>Big Idea: What kinds of things can you find growing in nature?</p> <p>In unit 5, students will focus on plants and their growth needs, reading stories about gardens. Next, students will be reading stories about how living things, like trees, change as they grow, learning tree parts such as the trunk, bark, branches, leaves, and roots. Finally, students will be reading stories about farm-grown fresh foods, identifying different fruits and vegetables.</p>   |
| Unit 6 | <ul style="list-style-type: none"> <li>f. reading and spelling irregular words</li> <li>g. reading connected text</li> </ul> <p>This structured approach helps students build strong, automatic reading skills step by step.</p>                       | <p>Theme: Weather for All Seasons<br/>Big Idea: How do weather and seasons affect us?</p> <p>In unit 6, students will focus on the four seasons and their differences, reading stories and poems about the weather in each season. Next, students will be reading stories about different kinds of weather, predicting and describing it. Finally, students will be reading stories about how to stay safe in bad weather, learning about severe weather conditions like hurricanes, tornadoes, blizzards, earthquakes, droughts, and floods.</p>   |
| Unit 7 |  | <p>Theme: The Animal Kingdom<br/>Big Idea: What are different kinds of animals?</p> <p>In unit 7, students will be reading stories about baby animals and describing how their appearance and behavior are alike and different. Next, students will be reading stories about different kinds of pets and how to care for them, learning about grooming, feeding, walking, and general pet care. Finally, students will be reading stories about various animals and their habitats, discovering that animals live in places like caves, dens, burrows, trees, forests, deserts, and oceans.</p> |
| Unit 8 |  | <p>Theme: From Here to There<br/>Big Idea: Where can you go that is far and near?</p> <p>In unit 8, students will be reading stories about transportation, learning about past and present travel methods. Next, students will be reading stories and learning about national symbols, monuments, and national parks, including the American flag, the White House, and the Grand Canyon. Finally, students will be reading stories about the daytime and nighttime sky, identifying the Sun and Moon.</p>  |
| Unit 9 |  | <p>Theme: How Things Change<br/>Big Idea: How do things change?</p> <p>In unit 9, students will be reading stories about helping at home, learning about responsibilities like cleaning, pet care, errands, and other chores. Next, students will be reading stories about being good citizens, learning how to listen, share, help others, respect one another, work together, and take turns. Finally, students will be reading stories about natural resources, learning how to use things in nature to create new things.</p>   |

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| Unit 10 |  | <p>Theme: Thinking Outside the Box</p> <p>Big Idea: How can new ideas help us?</p> <p>In unit 10, students will be reading stories about problem-solving and decision-making, including voting. Next, students will be reading stories about new ways to sort objects by size, shape, color, weight, or texture. Finally, students will be reading stories about protecting the environment, learning about endangered animals and how to help them in their habitats.</p> |
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