

Quarter	Notes	Framework	Evidence Statements	Vocabulary	Clarification Statements	Looking Ahead
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**Reading Foundations**

Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.

**Print Concepts**

K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Multiple	<a href="#">Roxie Reading IXL</a> Read Alouds Reading Eggs	<a href="#">K.RF.1</a>	In Which Lesson Will You Teach Students To:  Move from the top of the page to the bottom of the page and move from one page to the next.  Complete a return sweep to start back at the left side of the page.  Roxie Reading Lessons 2nd Quarter	return sweep one-to-one correspondence of word	Students should be able to <b>show proficiency in understanding the basic concepts of print</b> such as <b>following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.</b>  The more readers engage with <b>receptive (reading and listening)</b> and <b>expressive (speaking and writing)</b> language, the greater their understanding of the connection between spoken language and the written word.  The written language is constructed of words with a specific sequence of letters and spaces between words.  <b>Print Concepts: the ability of a child to know and recognize the ways in which print works for the purposes of reading.</b>	1.RF.1: Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
K.RF.2	Recognize that written words are made up of sequences of letters.	Multiple	<a href="#">Roxie Reading Reading Eggs IXL</a>	<a href="#">K.RF.2</a>	In Which Lesson Will You Teach Students To:  Understand that words are made of letters and that spoken words can be written to become a piece of writing.  Understand that letters together in a certain sequence make words and these words are written with spaces between them. Roxie Reading Lessons Quarter 2	one-to-one correspondence of words print concepts	Students can identify words by pointing, highlighting, or framing a word with their fingers.  Students can point to a word and count the letters or say each letter in a word.  Students can point to the first letter of a word and the last when asked.	1.RF.1: Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	Multiple	<a href="#">Roxie Reading IXL</a> <a href="#">Reading Eggs</a> <a href="#">Heggerty</a>	<a href="#">K.RF.3</a>	In Which Lesson Will You Teach Students To:  Identify all letters in uppercase and lowercase forms.  Name all letters in uppercase and lowercase forms. Roxie Reading Lessons 1-26 Heggerty: Daily	letter recognition uppercase lowercase	Students should be able to name and recognize uppercase and lowercase letters.  Of the four properties of a letter (name, shape, feel, sound), readers need to recognize and name all upper and lowercase letters. The name is the only concrete property.  The ability to identify letter names is one of the strongest predictors of early reading ability.  The use of multi-sensory activities provides scaffolding for beginning and struggling readers and includes visual, auditory, kinesthetic, and tactile activities to enhance learning and memory.  Letters should not be taught using a letter of the week. Research shows that a letter of the week is not the best way to teach the alphabet.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

**Phonological Awareness**

K.RF.4	Identify and produce rhyming words.	Multiple	<a href="#">Heggerty</a> <a href="#">Roxie Reading IXL</a>	<a href="#">K.RF.4</a>	In Which Lesson Will You Teach Students To:  Identify rhyming words. Produce rhyming words. Heggerty Weeks 1-35 Roxie Reading Lesson 5-54	rhyming words.	Phonological awareness refers to an awareness of sounds in spoken words (e.g., syllables, rhyming patterns, or phonemes).  Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, and phonemes.  Recognizing words that rhyme is an important skill in phonological awareness. However, producing a word that rhymes involves vocabulary and working memory.  Rhyming does not need to be mastered before instruction moves to individual phonemes. The tasks associated with early phonological awareness, while serving as "red flags" or indicators of potential reading problems, are only moderately associated with early reading and spelling.  Learning to be better at them is not necessarily going to lead to proficiency in what really counts. It is phoneme awareness—specifically, the ability to say the individual phonemes in words, to pull them apart, and to put them together—that enables kids to read and spell in an alphabetic writing system like English.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
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K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	Multiple	<a href="#">Heggerty Phonemic Awareness Roxie Reading IXL</a>	<a href="#">K.RF.5</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Count syllables in words.</p> <p>Produce the sounds in the syllables.</p> <p>Blend syllables orally into words.</p> <p>Segment words into syllables so that each syllable can be heard in isolation.</p> <p>Heggerty: Weeks 5-8 Roxie Reading ILessons</p>	<p>syllable</p> <p>blend</p> <p>segment</p>	<p>Phonological awareness refers to an awareness of sounds in spoken words (e.g., syllables, rhyming patterns, or phonemes).</p> <p>Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, and phonemes.</p> <p>Most children can develop phonological awareness readily when instruction proceeds from larger speech units (syllables) to smaller units (phonemes), if each concept is taught for accuracy first and then practiced for automaticity.</p> <p>Syllable-level tasks can pave the way for phoneme-level activities by introducing instructional routines and providing practice with attending to the larger sound structure of words. The goal is to learn these foundation skills as quickly as possible before moving on to first-sound awareness.</p>	1.RF.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	Multiple	<a href="#">Heggerty Roxie Reading IXL Reading Eggs</a>	<a href="#">K.RF.6</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Orally identify and produce the beginning sound in three and four phoneme words.</p> <p>Orally identify and produce the medial sound in three and four phoneme words.</p> <p>Orally identify and produce the final sound in three and four phoneme words.</p> <p>Roxie Reading Lessons 1 -54 Heggerty Weeks 1-35</p>	<p>phoneme</p> <p>initial</p> <p>medial</p> <p>final</p>	<p>Phonological awareness refers to an awareness of sounds in spoken words (e.g., syllables, rhyming patterns, or phonemes).</p> <p>Phonemic awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.</p> <p>The ability to focus on individual sounds of a word is an early step in sound or phoneme segmentation.</p> <p>When students identifies and isolates a phoneme, they produce the sound of one phoneme: If a student identifies and isolates the first phoneme in bat, the student will say /b/; If a student isolates the medial sound in bat, the student will say /a/; If a student isolates the final sound in bat, the student will say /t/.</p> <p>Phonological Awareness continuums identify final sounds as more difficult to isolate and identify than beginning sounds. However, beginning and final sounds are easier than medial sounds to isolate and identify.</p>	1.RF.3: Identify and produce beginning, middle (medial), and final sounds in <a href="#">single-syllable words</a> . (E)

**Decoding**

K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	Multiple	<a href="#">Roxie Reading IXL Reading Eggs Heggerty</a>	<a href="#">K.RF.7</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Produce all the primary sounds for consonants.</p> <p>When shown a consonant letter a student can orally produce its primary sound.</p> <p>Roxie Reading Lessons 1-54 Heggerty: Daily</p>	<p>phoneme</p> <p>decode</p> <p>letter-sound knowledge</p>	<p>Phonics connects those sounds with symbols (alphabet letters), also known as graphemes. Phonics includes decoding (reading words) and encoding (spelling).</p> <p>Primary consonant sounds: m, s, t, l, p, f, c (/k/), n, b, r, j (/j/), k (/k/); v, g (/g/), w, d; h, y, z, x, q.</p> <p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.</p> <p>Decoding requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning.</p>	1.RF.5: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	Multiple	<a href="#">Roxie Reading IXL Reading Eggs Heggerty</a>	<a href="#">K.RF.8</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Use letter-sound knowledge of short vowels and consonants to blend letters together to read simple VC, CVC, CCVC, and CCVC words.</p> <p>Roxie Reading Lessons - Second Time 1-38 Heggerty Lessons Week 5-8 and 23-35</p>	<p>decode</p> <p>letter-sound knowledge</p> <p>closed syllable</p> <p>consonant blend</p> <p>consonant digraph</p> <p>open syllable</p>	<p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words.</p> <p>Decoding requires both knowledge of letter-sound relationships as well as an ability to apply that knowledge to successfully identify written words and make meaning.</p> <p>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences and knowledge of graphemes.</p> <p>Decoding requires both knowledge of letter-sound relationships as well as an ability to apply that knowledge to successfully identify written words and make meaning.</p>	1.RF.6: Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RF.7: Decode grade appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), and simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

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K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	Multiple	<a href="#">Roxie Reading</a>	<a href="#">K.RF.9</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Read decodable text with appropriate accuracy.</p> <p>Read decodable text with automaticity.</p> <p>Roxie Reading Lessons - Second Time 3-54</p>	<p>fluency automaticity accuracy decodable texts</p>	<p>"Decodable text is text in which a high proportion of words (80%-90%) comprise letter-sound correspondences that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading." (Florida Center for Reading Research, Glossary of Reading Terms).</p> <p>Fluency is measured in Word Count Per Minute (WCPM).</p> <p>The focus of fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding.</p> <p>Fluency is the ability to read naturally, accurately, and with proper expression.</p> <p>Fluency is not reading fast, but reading at an appropriate rate.</p> <p>Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation.</p> <p>Fluency provides a bridge between word recognition and comprehension.</p> <p>The process of orthographic mapping enables the storage of printed words in long term memory for instant recognition and fluent reading.</p>	1.RF.8: Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.

Reading Comprehension

Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	Multiple	<p>Read Alouds <a href="#">IXL</a></p> <p>Rooted in Reading <a href="https://www.smekenseducation.com/literacy-lessons/">https://www.smekenseducation.com/literacy-lessons/</a></p>	<a href="#">K.RC.1</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Ask questions about main topics and key details in a text such as, "Who?", "What?", "Where?", "When?", "Why?", and "How?".</p> <p>Answer questions about main topics and key details in a text such as, "Who?", "What?", "Where?", "When?", "Why?", and "How?".</p> <p>Asks questions relevant to the main topics and key details of the story.</p> <p>Read Alouds - Daily</p>	<p>key details text main topic ask and answer</p>	<p>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text.</p> <p>Support is defined as using graphics, sentence stems, specific examples, or additional explanation.</p> <p>Knowing how and when to ask for help allows students to more actively participate in their own learning.</p>	1.RC.1: Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)
K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)	Multiple	<p>Read Alouds <a href="#">Smekens Education</a></p>	<a href="#">K.RC.2</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Retell familiar stories, poems, and nursery rhymes. Include key details in a retell of the story, poem, or nursery rhyme.</p> <p>Read Alouds Daily</p>	<p>key details retell</p>	<p>By answering questions about the text and any other important details, students should be able to retell what happened in a story they have read or listened to.</p> <p>Support is defined as using graphics, sentence stems, specific examples, or additional explanation. This does not require students to memorize a poem, nursery rhyme, or story.</p>	1.RC.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	Multiple	<p>Read Alouds <a href="#">Smekens Education</a></p>	<a href="#">K.RC.3</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify the elements of a story including characters, settings, and major events.</p> <p>Read Alouds - Daily</p>	<p>event identify character setting</p>	<p>Students name characters in a story, including both main and supporting characters. They also name specific places where the story happens. Students name the important events in the story.</p>	1.RC.3: Using key details, identify and describe the elements of the plot, character, and setting (E).
K.RC.4	With support, make predictions about what will happen in a text.	Multiple	<p>Read Alouds <a href="#">Smekens Education</a></p>	<a href="#">K.RC.4</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Make predictions about a text before and during reading.</p> <p>Make predictions that are connected and relevant to the story.</p> <p>Read Alouds - Daily</p>	<p>prediction</p>	<p>Students make predictions before and during reading to monitor their comprehension.</p> <p>Support is defined as using graphics, sentence stems, specific examples, or additional explanation.</p>	1.RC.4: Make and confirm predictions about what will happen next in a story.
K.RC.5	With support, retell the main idea and key details of a text.	Multiple	<p>Read Alouds <a href="#">Smekens Education</a></p> <p><a href="#">IXL</a></p>	<a href="#">K.RC.5</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Identify the main idea of a text with prompting and support.</p> <p>Select the most important details from a text to retell.</p> <p>Read Alouds - Daily</p>	<p>retell text main idea key details</p>	<p>Students state the main idea of a text. Students also state important details from the text. Support is defined as using graphics, sentence stems, specific examples, or additional explanation.</p>	1.RC.6: Retell main ideas and key details of a text. (E)

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K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)	Multiple	Read Alouds <a href="#">Smekens Education IXL</a>	<a href="#">K.RC.6</a>	In Which Lesson Will You Teach Students To:  Identify "text feature."  Use text features to better understand the meaning of the text.  Explain how the text features help them understand the text.  Describe the relationship between the feature and the text they appear in.  Read Alouds - Daily	text text features	Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts.  Students describe the roles of the author and the illustrator in presenting the information in the text with support from the teacher and/or peers.  Students use text features to help them find information specific to a topic quickly and easily.  The intent of this standard is that students make connections between a text and how the information they gather from its text features defines its purpose.  This standard is to build the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.	1.RC.7: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	Multiple	Read Alouds <a href="#">Smekens Education IXL</a>	<a href="#">K.RC.7</a>	In Which Lesson Will You Teach Students To:  Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.  Sort common objects into categories to gain a sense of the concepts the categories represent.  Read Alouds - Daily	sort categories	Oral discussion allows students to learn and share in a variety of ideas while exploring and examining what they have already learned.  This is more than a picture sort. Discussion is the key component in order to develop vocabulary and background knowledge.	1.RC.10: Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

Writing

Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Multiple	<a href="#">Roxie Reading</a>	<a href="#">K.W.1</a>	In Which Lesson Will You Teach Students To:  Develop an efficient pattern for forming individual letters.  Write most upper-case and lower-case letters of the alphabet.  Attend to the appropriate spacing between letters and words when writing with automaticity.  Roxie Reading Lessons 1-54	handwriting	Directly teaching handwriting enhances legibility and fluency. Handwriting should be integrated with phonics instruction. Handwriting in the earliest grades is linked to basic reading and spelling achievement. Teachers should provide specific feedback to students about how they can improve the legibility of their writing.  Understand that legible printing is an important tool of written communication. Use visual cues to guide letter formation.  Students need to be explicitly taught handwriting scripts.  The goal of handwriting instruction is to help students develop legible writing that is produced quickly with little conscious attention.  Practice letters in groups that have similar shapes so students have practice reinforcing the same motor pattern.	1.W.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
K.W.2	Write by moving from left to right across the page and top to bottom.	Multiple	<a href="#">Roxie Reading</a>	<a href="#">K.W.2</a>	In Which Lesson Will You Teach Students To:  Understand that words are made of letters and that spoken words can be written to become a piece of writing. Move from left to right across the page and top to bottom Roxie Reading Lessons 1-54	left to right progression	Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	Multiple	Read Alouds <a href="#">IXL</a>	<a href="#">K.W.3</a>	In Which Lesson Will You Teach Students To:  Use a combination of pictures and words to name the topic.  Use a combination of pictures and words to supply some information and/or details about the topic.  Use a combination of pictures and words to develop a main idea about the topic. Daily: Read Alouds	main idea informative writing topic	The main goal of informational writing is to increase knowledge.  The teacher supports the development of being able to write informative texts by providing students with relevant, interesting, detailed texts that provide information that can be clearly and easily understood.	1.W.3: Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)

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K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	Multiple	Read Alouds Directed Drawings <a href="#">Roxie Reading Mrs. Thompson's Treasures</a>	<a href="#">K.W.4</a>	In Which Lesson Will You Teach Students To:  Use a combination of pictures, dictating, and words to tell about a single event or simple story.  Use a combination of pictures, dictating, and words to arrange ideas in order. Roxie Reading Directed Drawings Mrs. Thompson's Treasures	dictating event narrative writing	Kindergarten students learn to share their many stories by developing their voices as narrative writers.  Kindergarten students write about a single event or several roughly related events in a sequential order and, with teacher support as needed, provide a reaction to what happened.  Students' first narratives are simply drawings. The teacher guides students to think of an event, picture the event in their head, and tell a partner about it. After students share their stories, the teacher models drawing their story. As the teacher draws, they tell the story out loud and add details to the drawing as needed. Students think about, picture, tell, and draw their own stories.	1.W.4: Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)
K.W.5	With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; and d. Use available technology to produce and publish writing.	Multiple, Qtr. 3, 4	Read Alouds <a href="#">Mrs. Thompson's Treasures</a>	<a href="#">K.W.5</a>	In Which Lesson Will You Teach Students To:  Engage in all steps of the writing process, including planning, revising, and publishing.  Plan writing through oral discussions and drawings.  Develop drafts by organizing ideas through pictures or words.  Revise drafts by adding details to pictures or words.  Utilize digital technology with support from adults to publish writing pieces. Daily: Read Alouds Mrs. Thompson's Treasures	revision/revising drafts discussions publish technology/digital tools	Throughout the writing process, the teacher meets with students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work.  Students also meet with their peers to share their information and ask and answer questions to help clarify writing.  Support is defined as using graphics, sentence stems, specific examples, or additional explanation.	1.W.5: With support, apply the writing process to: Plan by generating ideas for writing through oral discussions and drawings; Develop drafts in pictorial or written form by organizing ideas; Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and Use available technology to produce and publish legible documents.
K.W.6	With support, build understanding of a topic using various sources. a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	Multiple	Read Alouds <a href="#">Mrs. Thompson's Treasures</a>	<a href="#">K.W.6</a>	In Which Lesson Will You Teach Students To:  Use multiple sources to build background on a topic.  Identify relevant information about the topic using multiple sources. Daily: Read Alouds Mrs. Thompson's	topic sources	Students investigate a specific topic to build knowledge about that topic.	1.W.6: With support, conduct research on a topic. Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.
K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). b. Verbs – Using sentences that include verbs. c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).	Multiple	<a href="#">Roxie Reading IXL Rooted in Reading: The Breakdown! - Amy Lemons</a>	<a href="#">K.W.7</a>	In Which Lesson Will You Teach Students To:  When writing or speaking, correctly use singular and plural nouns in sentences.  When writing or speaking, use verbs in sentences.  When writing or speaking, use different kinds of sentences. Roxie Reading: Read Words and Sentences Lessons 1- 54 (Second Time Around)	noun verb	A complete sentence has two parts: the complete subject, telling who or what the sentence is about, and the complete predicate, telling the action or what the subject is doing, thinking, or feeling. Instruction about sentences should begin by explaining to students that a complete sentence has both these parts.  A complete sentence, minimally, is a noun phrase plus a verb phrase. The subject must be a noun or noun phrase; the predicate must include a verb or verb phrase.  Writing activities should first be introduced and guided through oral language modeling and guidance.  Provide students with sentence stems and sentence builders to strengthen their skills. Young readers not only must acquire foundation reading skills and academic and literary vocabulary, but they also must be able to interpret the meaning underlying the structure of a sentence. Interpretation of sentences is required if students are to comprehend whole texts (Scott, 2009).	1.W.7: Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. Verbs – Using sentences with verbs to convey a sense of past, present, and future. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word in a sentence and the pronoun I. b. Punctuation – Recognizing and naming end punctuation. c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.	Multiple	<a href="#">Roxie Reading IXL Mrs. Thompson's Treasures Rooted in Reading: The Breakdown! - Amy Lemons</a>	<a href="#">K.W.8</a>	In Which Lesson Will You Teach Students To:  Capitalize the first word in a sentence.  Capitalize the pronoun "I".  Recognize end punctuation.  Name end punctuation.  Spell simple words using phonetic spelling. Roxie Reading Lessons 1-54 (Second Time Around)	capitalization punctuation phonetic spelling encode	When teaching the spelling patterns, follow the same developmental sequence used for decoding instruction.  Provide students with sentence stems and sentence builders to strengthen their skills.  Teach spelling and decoding together.  Have students practice reading the pattern in text, then dictate some of those same words to practice encoding.  Spelling is a connection-forming process—that is, sounds are linked to the spelling (orthographic) pattern, both of which are linked to the word's meaning. As these three linguistic connections are made and solidified, students are well on their way to becoming fluent readers and spellers.  Evidence suggests that studying syntax and grammar out of context through rote memorization does not result in improved performance.	1.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series. Encoding – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)

Communication and Collaboration

Learning Outcome: Students actively listen and participate in discussions using details and answering questions.

	<b>Quarter</b>	<b>Notes</b>	<b>Framework</b>	<b>Evidence Statements</b>	<b>Vocabulary</b>	<b>Clarification Statements</b>	<b>Looking Ahead</b>	
K.CC.1		Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	Multiple	Read Alouds Calendar Time	<a href="#">K.CC.1</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Talk about and add to discussion of grade-level appropriate topics and texts with different partners.</p> <p>Participate in conversation about topics and texts with different partners.</p> <p>In a conversation, two or more people listen carefully and take turns speaking.</p> <p>Comments and discussion are relevant to the texts and topics and not off subject.</p> <p>Daily: Read Alouds and Calendar Time</p>	<p>text topic collaborative discussions</p> <p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <p>Students add to a conversation with appropriate comments.</p> <p>Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.</p>	1.CC.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
K.CC.2		Ask questions to seek help, obtain information, or clarify something that is not understood.	Multiple	Daily Class Discussions	<a href="#">K.CC.2</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Asking and answering questions helps students to better understand something.</p> <p>Asking and answering questions helps students to demonstrate their knowledge of a topic and ability to comprehend what is said to them.</p> <p>Ask and answer questions when students do not understand something.</p> <p>Provide relevant answers to questions posed.</p> <p>Daily: Read Alouds Daily: Class Discussions</p>	<p>clarify question</p> <p>Students ask questions if they need help, need additional information, or need clarity.</p> <p>Students also answer questions to provide information or make information clear.</p> <p>Oral discussion allows students to learn and share in a variety of ideas while exploring and examining what they have already learned.</p> <p>Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts.</p>	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
K.CC.3		Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)	Multiple	Read Alouds Class Discussion	<a href="#">K.CC.3</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Use words, pictures, or statements made during the presentation or read aloud to ask questions for clarification.</p> <p>Use words, pictures, or statements made during the presentation or read aloud to answer questions about key details.</p> <p>Provide relevant answers to questions posed.</p> <p>Actively engage and contribute thoughtful answers to discussion surrounding the topics.</p> <p>Daily: Read Alouds/Class Discussions</p>	<p>key details text ask and answer media</p> <p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, on an oral presentation, or presented in a different way.</p> <p>Oral discussion allows students to learn and share a variety of ideas while exploring and examining what they have already learned.</p> <p>Collaborative discussions provide structured opportunities for students to be speakers and listeners and to participate in conversations about appropriate topics and texts</p>	1.CC.4: Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E)
K.CC.4		Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	Multiple	Read Alouds <a href="#">Heggerty</a>	<a href="#">K.CC.4</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Speak clearly for peers and adults to understand.</p> <p>Recite familiar rhymes, songs, poems, etc.</p> <p>Orally describe people, places, things, and events using complete sentences.</p> <p>Add additional details about people, places, things, and events with support</p> <p>Daily: Read Alouds Heggerty: Weeks 1-35</p>	<p>detail topic complete sentences</p> <p>Support is defined as using graphics, sentence stems, specific examples, or additional explanation. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood</p>	1.CC.5: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events
K.CC.5		Follow simple two or three-step oral directions.	Multiple	Classwork <a href="#">Roxie Reading</a>	<a href="#">K.CC.5</a>	<p>In Which Lesson Will You Teach Students To:</p> <p>Follow simple two part directions (e.g. "Go to your room and get your jacket.") given orally.</p> <p>Follow simple three part directions (e.g. "Point to the cat, dog and monkey.") given orally</p> <p>Daily: Classwork Roxie Reading</p>	<p>receptive (understanding) language</p> <p>Auditory processing is the brain's ability to receive and understand the information that is heard through the ears and is more complex than just listening or hearing.</p> <p>Get the student's attention before you give a direction.</p> <p>There are plenty of factors that influence the ability to follow directions: hearing/vision, executive function skills, language comprehension, grammar, student level of interest, task complexity, and sequencing.</p>	1.CC.7: Give and follow oral directions with two or three steps.

**Questions/Comments: Dr. Michelle Grewe [drmgrewe@gmail.com](mailto:drmgrewe@gmail.com) 574-214-8981**