

# **Unpacked Content with OCS Priority Standards Identified 2.0**

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## **Kindergarten English Language Arts**

**CKLA Alignment July 2021**

## KINDERGARTEN PRIORITY STANDARDS

Priority standards are a “carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards, Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix.**

- **Cross Curricular Standards** are a list of standards teachers integrate across all content throughout the whole year.
- **Priority Standards** have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.
- **Supporting Standards** are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.
- **Unpacked Content** provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.
- **Pacing** of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.
- **Appendix** is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

### CCR Anchor Standards for Reading Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## KINDERGARTEN PRIORITY STANDARDS

6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

### **Integration of Ideas and Analysis**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Complexity**

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

## **CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

### **Research**

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## **CCCR Anchor Standards for Speaking and Listening Collaboration and Communication**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## KINDERGARTEN PRIORITY STANDARDS

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **CCR Anchor Standards for Language**

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# Cross Curricular Standards

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## Year Long Instructional Focus

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| <p>RL.K.10<br/>Actively engage in group reading activities with <b>purpose</b> and understanding.</p> | <p>RI.K.10<br/>Actively engage in group reading activities with <b>purpose</b> and understanding.</p>  |
| <p>RF.K.2<br/>Print upper- and lowercase letters</p>  | <p>RF.K.3<br/>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |

KINDERGARTEN PRIORITY STANDARDS

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| <p style="text-align: center;">RF.K.4</p> <p>Know and apply grade-level phonics and word <b>analysis</b> skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight.</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> | <p style="text-align: center;">RF.K.5</p> <p>Read <b>emergent-reader texts</b> with <b>purpose</b> and understanding.</p>   |
| <p style="text-align: center;">SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about kindergarten <b>topics</b> and <b>texts</b> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions.</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>  | <p style="text-align: center;">SL.K.2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> |
| <p style="text-align: center;">SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>  | <p style="text-align: center;">SL.K.4</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>   |

KINDERGARTEN PRIORITY STANDARDS

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| <p style="text-align: center;">L.K.1</p> <p>Demonstrate command of the <b>conventions of standard English grammar</b> and <b>usage</b> when writing or speaking; demonstrate <b>proficiency</b> within the K1 grammar continuum.</p>  | <p style="text-align: center;">L.K.2</p> <p>Demonstrate command of the <b>conventions of standard English</b> capitalization, <b>punctuation</b>, and spelling when writing; demonstrate <b>proficiency</b> within the K-1 conventions continuum.</p> |
| <p style="text-align: center;">L.K.5</p> <p>With guidance and support from adults, explore <b>nuances</b> in word meanings.</p> <ul style="list-style-type: none"><li>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</li><li>b. Demonstrate understanding of frequently occurring verbs and <b>adjectives</b> by relating them to their opposites (antonyms).</li><li>c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</li></ul> | <p style="text-align: center;">L.K.6</p> <p>Use words and <b>phrases</b> learned through conversations, reading and being read to, and responding to <b>texts</b>.</p>  |

KINDERGARTEN PRIORITY STANDARDS

**Kindergarten Instructional Blueprint  
Knowledge Domains**

| Domains   | Concept(s)  | Duration   | OCS Priority Standards  | Supporting Standards  | CKLA Student Support Resources  | CKLA Trade Books & Teacher Resources  |
|---|---|--|---|---|---|---|
| <b>Domain 1</b>   | <p align="center"><b>Nursery Rhymes and Fables</b></p> <p><i>This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn about classic rhymes like “Twinkle, Twinkle, Little Star,” “Jack and Jill,” and “Hickory, Dickory, Dock,” and characters such as Humpty Dumpty and Little Miss Muffet. Students will also listen to some well-known fables, which will help students identify the elements of this genre, learn new vocabulary words, and recognize different types of fiction.</i></p> | <p align="center"><b>16 Days</b></p> <p><i>(12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p align="center"><b>RL.K.3</b></p> <p align="center"><b>W.K.3</b></p>                | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7, RL.K.9, RL.K.10</b></p> <p><b>W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>Hush: a Thai Lullaby</b><br/>by Mingfong Ho</p> <p><b>Nursery Rhymes &amp; Fables</b><br/>by Matthew Davis and Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p> |
| <p><b>Additional Trade Book Suggestions: <a href="#">Amplify's Kindergarten Trade Book List</a></b></p> |   |  |   |   |   |   |
| <b>Domain 2</b>   | <p align="center"><b>The Five Senses</b></p> <p><i>This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Later lessons will also address what happens if the senses of sight and hearing do not function properly.</i></p>   | <p align="center"><b>12 Days</b></p> <p><i>(8 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p align="center"><b>RI.K.3, RI.K.4</b></p> <p align="center"><b>W.K.2, W.K.3</b></p> | <p><b>RI.K.1, RI.K.2, RI.K.7, RI.K.9, RI.K.10</b></p> <p><b>W.K.7</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p>                 | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>Rainbow Joe &amp; Me</b><br/>by Maria Diaz Strom</p> <p><b>The Five Senses</b><br/>by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>                          |



KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Domain 3</b></p> | <p style="text-align: center;"><b>Stories</b></p> <p><i>This domain will introduce students to classic stories that have been favorites with children for generations. Students will acquire an understanding of the elements of a story including characters, plot, and setting as well as develop an awareness of language to help them become both better writers and readers.</i></p>   | <p style="text-align: center;"><b>14 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p>  | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10</b></p> <p><b>W.K.1, W.K.7, W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>Red Riding Hood</b><br/>by James Marshall</p> <p style="text-align: center;"><b>Stories</b></p> <p>by Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>                         |
|                        |   |   |  |   |   |  |
| <p><b>Domain 4</b></p> | <p style="text-align: center;"><b>Plants</b></p> <p><i>By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Farms and Taking Care of the Earth), as well as in subsequent grades.</i></p> | <p style="text-align: center;"><b>17 Days</b></p> <p><i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p style="text-align: center;"><b>RI.K.3, RI.K.4</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.2, RL.K.5, RL.K.10</b></p> <p><b>RI.K.1, RI.K.2, RI.K.7, RI.K.9, RI.K.10</b></p> <p><b>W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>The Tiny Seed</b><br/>by Eric Carle</p> <p style="text-align: center;"><b>Plants</b></p> <p>by Michael L. Ford, Rosie McCormick, Becky Thomas</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Domain 5</b></p> | <p style="text-align: center;"><b>Farms</b></p> <p><i>This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers raise and care for farm animals. You should have already taught the Plants domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will understand the importance of farms as a source of food and other products people use. They will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting.</i></p>  | <p style="text-align: center;"><b>15 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7, RL.K.9, RL.K.10</b></p> <p><b>RI.K.1, RI.K.2, RI.K.7, RI.K.10</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p>            | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>The Cazuela that the Farm Maiden Stirred</b><br/>by Samantha R. Vamos</p> <p><b>Farms</b><br/>by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>                          |
|                        |   |  |  |  |   |   |
| <p><b>Domain 6</b></p> | <p style="text-align: center;"><b>Native Americans</b></p> <p><i>The Native Americans domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical regions influenced lifestyles, and that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.</i></p> | <p style="text-align: center;"><b>14 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.7, RL.K.10</b></p> <p><b>RI.K.1, RI.K.2, RI.K.7, RI.K.8, RI.K.9, RI.K.10</b></p> <p><b>W.K.7, W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>D is for Drum</b><br/>by Debbie and Michael Shoulders</p> <p><b>Native Americans</b><br/>by Beth Engel, Rosie McCormick, Cate Whittington</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Domain 7</b></p> | <p style="text-align: center;"><b>Kings and Queens</b></p> <p><i>In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, The Princess and the Pea, Cinderella, and Snow White and the Seven Dwarfs.</i></p> | <p style="text-align: center;"><b>14 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p style="text-align: center;"><b>RI.K.3, RI.K.4</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10</b><br/> <b>RI.K.1, RI.K.2, RI.K.7, RI.K.10</b><br/> <b>RF.K.2</b><br/> <b>W.K.8</b><br/> <b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</b><br/> <b>L.K.1, L.K.4, L.K.5, L.K.6</b></p>    | <p>Student Activity<br/>         Books, Digital Components,<br/>         End of Domain Assessment</p> | <p><b>Princess Hyacinth</b><br/>         by Florence Parry Heide</p> <p><b>Kings and Queens</b><br/>         by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p> |
|                        |  |  |  |   |   |  |
| <p><b>Domain 8</b></p> | <p style="text-align: center;"><b>Seasons and Weather</b></p> <p><i>This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our daily lives and activities.</i></p>                               | <p style="text-align: center;"><b>15 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RL.K.3</b></p> <p style="text-align: center;"><b>RI.K.3, RI.K.4</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10</b><br/> <b>RI.K.1, RI.K.2, RI.K.7, RI.K.8, RI.K.9, RI.K.10</b><br/> <b>W.K.5, W.K.6, W.K.7</b><br/> <b>SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6</b><br/> <b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p>Student Activity<br/>         Books, Digital Components,<br/>         End of Domain Assessment</p> | <p><b>Thunder Cake</b><br/>         by Patricia Polacco</p> <p><b>Seasons and the Weather</b><br/>         by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>   |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Domain 9</b></p>  | <p><b>Columbus and the Pilgrims</b></p> <p><i>This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The read-alouds focus on the similarities and differences between the voyages of Columbus and the Pilgrims and how they both led to interactions between Europeans and Native Americans. This domain also reinforces basic geography concepts, including the locations of the different continents.</i></p>  | <p><b>15 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>  | <p><b>RI.K.3</b></p> <p><b>W.K.2, W.K.3</b></p>                              | <p><b>RI.K.1, RI.K.2, RI.K.7, RI.K.8, RI.K.10</b></p> <p><b>W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p>   | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>Pilgrims of Plymouth</b><br/>by Susan E. Goodman</p> <p><b>Columbus and the Pilgrims</b><br/>by James Weiss</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>         |
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| <p><b>Domain 10</b></p> | <p><b>Colonial Towns and Townspeople</b></p> <p><i>This domain will continue students’ journey as they learn more about the early history of our country. Students already learned in the Columbus and the Pilgrims domain that the Pilgrims came to America from England to seek religious freedom. The setting for Colonial Towns and Townspeople is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students’ own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.</i></p> | <p><b>16 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7, RL.K.10</b></p> <p><b>RI.K.1, RI.K.2, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10</b></p> <p><b>WW.K.5, W.K.7, W.K.8</b></p> <p><b>SL.K.1, SL.K.2, SL.K.4, SL.K.6</b></p> <p><b>L.K.1, L.K.4, L.K.5</b></p> | <p>Student Activity Books, Digital Components, End of Domain Assessment</p> | <p><b>Ox-Cart Man</b><br/>by Donald Hall</p> <p><b>Colonial Towns and Townspeople</b><br/>by B. Kanninen, Judith Lawrence</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Domain 11</b></p> | <p style="text-align: center;"><b>Taking Care of the Earth</b></p> <p><i>This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth’s natural resources is to practice the three Rs of conservation— reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth’s natural resources and will begin to recognize how people’s actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included throughout the domain.</i></p> | <p style="text-align: center;"><b>16 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RI.K.3, RI.K.4</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p>  | <p style="text-align: center;"><b>RI.K.1, RI.K.2, RI.K.6, RI.K.7, RI.K.10</b></p> <p style="text-align: center;"><b>W.K.5, W.K.6, W.K.7, W.K.8</b></p> <p style="text-align: center;"><b>SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6</b></p> <p style="text-align: center;"><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p>                            | <p style="text-align: center;">Student Activity Books, Digital Components, End of Domain Assessment</p> | <p style="text-align: center;"><b>The Wump World</b><br/>by Bill Peet</p> <p style="text-align: center;"><b>Taking Care of the Earth</b><br/>by Michael L. Ford</p> <p style="text-align: center;">Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>  |
|                         |  |   |  |   |   |  |
| <p><b>Domain 12</b></p> | <p style="text-align: center;"><b>Presidents and American Symbols</b></p> <p><i>This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the Kings and Queens domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.</i></p>   | <p style="text-align: center;"><b>16 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>  | <p style="text-align: center;"><b>RL.K.3</b></p> <p style="text-align: center;"><b>RI.K.3, RI.K.4</b></p> <p style="text-align: center;"><b>W.K.2, W.K.3</b></p> | <p style="text-align: center;"><b>RL.K.2</b></p> <p style="text-align: center;"><b>RI.K.1, RI.K.2, RI.K.7, RI.K.8, RI.K.10</b></p> <p style="text-align: center;"><b>W.K.5, W.K.6</b></p> <p style="text-align: center;"><b>SL.K.1, SL.K.2, SL.K.3, SL.K.6</b></p> <p style="text-align: center;"><b>L.K.1, L.K.4, L.K.5, L.K.6</b></p> | <p style="text-align: center;">Student Activity Books, Digital Components, End of Domain Assessment</p> | <p style="text-align: center;"><b>If I Were President</b><br/>by Catherine Stier</p> <p style="text-align: center;"><b>Presidents and American Symbols</b><br/>by Matthew Davis, Diane Leipzig, Rosie McCormick, James Weiss</p> <p style="text-align: center;">Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p> |

**Kindergarten Instructional Blueprint  
Skills Units**

| Units           | Concept(s)   | Duration  | OCS Priority Standards              | Supporting Standards  | CKLA Student Support Resources                    | CKLA Trade Books & Teacher Resources  |
|-----------------|--|---|-------------------------------------|---|---|---|
| <b>Skills 1</b> | <p align="center"><b>TOPIC &amp; THEME</b></p> <p><i>Increase awareness of environmental noises and words within sentences, practice drawing strokes, and identify the meanings of position words</i> <b>READING</b> <i>Discriminate between left and right; demonstrate awareness of noises, words and phrases, directionality, and tracking</i></p> <p align="center"><b>WRITING</b></p> <p><i>Draw vertical and horizontal lines, circles, triangles, and squares</i></p> <p align="center"><b>ACTIVITY HIGHLIGHTS</b></p> <p><i>Listening to environmental noises, developing spatial and bodily awareness, counting with fingers, and learning a tripod grip</i></p> <p><b>Students build awareness of environmental noises, words within sentences, and sounds within words; they also learn several writing strokes used to create letters and take a Beginning-of-Year assessment that guides instruction.</b></p> <p><b>Student learning lays the groundwork for teaching students to read and write and prepares students to engage with the texts introduced in subsequent units.</b></p> | <p align="center"><b>13 Days</b></p> <p><i>(10 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p> | <p align="center"><b>RF.K.1</b></p> | <p align="center"><b>RF.K.2</b><br/><b>SL.K.1, SL.K.3,</b><br/><b>SL.K.6</b><br/><b>L.K.1</b></p> | <p>Student Activity Books, Digital Components</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Unit Assessments</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Skills 2</b></p> | <p><b>TOPIC &amp; THEME</b><br/> <i>Oral language exercises with an emphasis on blending and prewriting activities</i></p> <p><b>READING</b><br/> <i>Blending sounds into words; beginning and end word recognition</i></p> <p><b>WRITING</b><br/> <i>Develop fine motor skills; practice name tracing and forming different pattern lines</i></p> <p><b>ACTIVITY HIGHLIGHTS</b><br/> <i>Using pictures to deconstruct and blend the sounds of words; tracking from left to right and top to bottom</i></p> <p><b>Students learn how to blend syllables together to form multisyllabic words and how to produce two- and three-sound words by blending sounds.</b></p> <p><b>Student learning lays the groundwork for teaching students to read and write and prepares students to engage with the texts introduced in subsequent units.</b></p> | <p><b>13 Days</b><br/><br/> <i>(10 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p> | <p><b>RF.K.1</b></p> | <p><b>RF.K.2</b><br/> <b>SL.K.1, SL.K.3,</b><br/> <b>SL.K.6</b><br/> <b>L.K.1</b></p>                | <p>Student Activity Books, Digital Components</p>                 | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Unit Assessments</p>  |
|                        |  |   |                      |  |   |  |
| <p><b>Skills 3</b></p> | <p><b>TOPIC &amp; THEME</b><br/> <i>Making connections between sounds and symbols</i></p> <p><b>READING</b><br/> <i>Sound/spellings for letters m, a, d, t, o, c, g, and i; Tricky Words one, two, and three; and common prepositions</i></p> <p><b>WRITING</b><br/> <i>Handwriting letters m, a, d, t, o, c, g, and i; Tricky Words; and one-syllable short vowel CVC words</i></p> <p><b>ACTIVITY HIGHLIGHTS</b><br/> <i>Oral blending, labeling pictures, and kinesthetic spelling activities</i></p> <p><b>TEXT FEATURES</b><br/> <i>High frequency words and colorful rebus pictures</i></p> <p><b>Students are introduced to eight sounds, practice blending these sounds into words and forming the letters that make these sounds, and encounter text synthesizing rebus pictures and high frequency words.</b></p>                      | <p><b>17 Days</b><br/><br/> <i>(14 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p> |                      | <p><b>RF.K.2, RF.K.3,</b><br/> <b>RF.K.4</b><br/> <b>SL.K.1, SL.K.6</b><br/> <b>L.K.1, L.K.2</b></p> | <p>Student Activity Books, Digital Components, Picture Reader</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/ Cards, Unit Assessments</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Skills 4</b></p> | <p style="text-align: center;"><b>TOPICS &amp; THEMES</b></p> <p><i>Making connections between sounds and symbols; Pets in a variety of scenarios with everyday people and places</i></p> <p style="text-align: center;"><b>READING</b></p> <p><i>Sound/spellings for letters m, a, d, t, o, c, g, and i; Tricky Words one, two, and three; and common prepositions; Decoding and encoding one-syllable short vowel words, Tricky Words, and prepositions</i></p> <p style="text-align: center;"><b>WRITING</b></p> <p><i>Handwriting letters m, a, d, t, o, c, g, and i; Tricky Words; and one-syllable short vowel CVC words; Handwriting practice of lowercase letters and one-syllable short vowel words</i></p> <p style="text-align: center;"><b>ACTIVITY HIGHLIGHTS</b></p> <p><i>Oral blending, labeling pictures, and kinesthetic spelling activities; Kinesthetic spelling activities, dictation, and changing one-syllable short vowel words to form new ones</i></p> <p style="text-align: center;"><b>TEXT FEATURES</b></p> <p><i>High frequency words and colorful rebus pictures; Decodable one-syllable short vowel words in phrases with picture support</i></p> <p><b>The Picture Reader presents Tricky Words with colorful rebus pictures. Through oral language games, chaining exercises, and shared reading, students practice letter-sound correspondences and blending these sounds into words.</b></p> | <p style="text-align: center;"><b>18 Days</b></p> <p><i>(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RF.K.1</b></p> | <p style="text-align: center;"><b>RF.K.2, RF.K.3,<br/>RF.K.4<br/>SL.K.6<br/>L.K.1, L.K.2</b></p> | <p>Student Activity Books, Digital Components, Picture Reader</p>                                     | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/Cards, Big Book, Unit Assessments</p> |
|                        |  |   |  |  |   |   |
| <p><b>Skills 5</b></p> | <p style="text-align: center;"><b>TOPICS &amp; THEMES</b></p> <p><i>Making connections between sounds and symbols; An ox and its exploits</i></p> <p style="text-align: center;"><b>READING</b></p> <p><i>Sound/spellings for letters m, a, d, t, o, c, g, and i; Tricky Words one, two, and three; and common prepositions; Sound/spellings for letters b, d, l, r, u, w, j, y, x, k and Tricky Words blue, yellow, and look</i></p> <p style="text-align: center;"><b>WRITING</b></p> <p><i>Handwriting letters m, a, d, t, o, c, g, and i; Tricky Words; and one-syllable short vowel CVC words; Handwriting for letters b,</i></p>   | <p style="text-align: center;"><b>19 Days</b></p> <p><i>(16 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p style="text-align: center;"><b>RF.K.1</b></p> | <p style="text-align: center;"><b>RF.K.2<br/>SL.K.1, SL.K.3,<br/>SL.K.6<br/>L.K.1</b></p>        | <p>Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Picture Reader</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/Cards, Big Book, Unit Assessments</p> |



KINDERGARTEN PRIORITY STANDARDS

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|                        | <p><i>d, l, r, u, w, j, y, x, k; one-syllable short vowel CVC words and phrases</i></p> <p><b>ACTIVITY HIGHLIGHTS</b></p> <p><i>Oral blending, labeling pictures, and kinesthetic spelling activities; Changing one-syllable short vowel words to form new ones, copying words, word sorts, and kinesthetic reading activities</i></p> <p><b>TEXT FEATURES</b></p> <p><i>High frequency words and colorful rebus pictures; Decodable one-syllable short vowel words in phrases with picture support</i></p> <p><b>The Picture Reader presents Tricky Words with colorful rebus pictures. Through oral language games, chaining exercises, and shared reading, students practice letter-sound correspondences and blending these sounds into words.</b></p>  |   |  |   |   |   |
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| <p><b>Skills 6</b></p> | <p><b>TOPIC &amp; THEME</b></p> <p><i>Kit and her friends play games, spend time with pets, and interact with family members</i></p> <p><b>READING</b></p> <p><i>Lowercase alphabet/letter names, Tricky Words, rhyming words, and one-syllable short vowel CVC, CCVC, and CVCC words</i></p> <p><b>WRITING</b></p> <p><i>One-syllable short vowel words with consonant blends, clusters, and/or digraphs</i></p> <p><b>ACTIVITY HIGHLIGHTS</b></p> <p><i>Word sorts, oral blending, copying environmental text, and dictation</i></p> <p><b>TEXT FEATURES</b></p> <p><i>Series of decodable one-syllable short vowel words in sentences with picture support in chapter book format</i></p> <p><b>Students automatize letter-sound correspondences and blending procedures and are introduced to consonant clusters, letter names, rhyming words, and reading text independently</b></p> | <p><b>14 Days</b></p> <p><i>(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RF.K.2</b></p> <p><b>SL.K.1, SL.K.3, SL.K.6</b></p> <p><b>L.K.1</b></p> | <p>Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Picture Reader, Decodable Reader</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/Cards, Big Book, Unit Assessments</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Skills 7</b></p> | <p><b>TOPIC &amp; THEME</b><br/> <i>Seth and his talented family members enjoy working, relaxing, and spending time with friends</i></p> <p><b>READING</b><br/> <i>Introduction of sound/spelling for ch, sh, th, qu, ng and Tricky Words up, down, in, out, and of</i></p> <p><b>WRITING</b><br/> <i>Handwriting for ch, sh, th, qu, and ng and one-syllable, short-vowel words with consonant clusters and digraphs</i></p> <p><b>ACTIVITY HIGHLIGHTS</b><br/> <i>Small group and partner reading, use of question words, segmenting into phonemes, and kinesthetic spelling activities</i></p> <p><b>TEXT FEATURES</b><br/> <i>Series of decodable one-syllable CVC, CCVC, and CVCC words containing blends, clusters, and/or digraphs in sentences</i></p> <p><b>Students develop automaticity in blending and segmenting digraphs and sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading; they also take a Middle-of-Year assessment to guide instruction.</b></p> | <p><b>14 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RF.K.2</b></p> <p><b>SL.K.1, SL.K.3, SL.K.6</b></p> <p><b>L.K.1</b></p> | <p>Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Picture Reader, Decodable Reader</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/Cards, Big Book, Unit Assessments</p> |
|                        |   |  |  |   |   |   |
| <p><b>Skills 8</b></p> | <p><b>TOPIC &amp; THEME</b><br/> <i>Sam and his friends go fishing, attend school, and explore common settings</i></p> <p><b>READING</b><br/> <i>Recognize end punctuation, read phrases, and decode one-syllable short-vowel words with initial/final blends, clusters, or consonant digraphs</i></p> <p><b>WRITING</b><br/> <i>Pictorial representations of vocabulary words and encoding one-syllable shortvowel words with initial/final blends, clusters, or consonant digraphs</i></p> <p><b>ACTIVITY HIGHLIGHTS</b><br/> <i>Making phrases, rhyming, distinguishing sounds, and solving kinesthetic spelling riddles</i></p>   | <p><b>15 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RF.K.2</b></p> <p><b>SL.K.1, SL.K.3, SL.K.6</b></p> <p><b>L.K.1</b></p> | <p>Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Picture Reader, Decodable Reader</p> | <p>Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/Cards, Big Book, Unit Assessments</p> |

KINDERGARTEN PRIORITY STANDARDS

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|                 | <p align="center"><b>TEXT FEATURES</b></p> <p align="center"><i>One-syllable, short-vowel words with consonant clusters and digraphs, increasing in quantity and complexity.</i></p> <p><b>Students are introduced to double-letter spellings and high-frequency Tricky Words and take a performance assessment to target individual student needs</b></p>  |  |  |   |  |   |
|                 |   |  |  |   |  |   |
| <b>Skills 9</b> | <p align="center"><b>TOPIC &amp; THEME</b></p> <p align="center"><i>A brother and sister perform chores, start a band, and enjoy other common pastimes</i></p> <p align="center"><b>READING</b></p> <p align="center"><i>Oral blending, sound/spelling review, Tricky Word introduction and practice, and Story Questions Activity Pages</i></p> <p align="center"><b>WRITING</b></p> <p align="center"><i>Handwriting of uppercase letters and punctuation marks, composing sentences, and creating pictorial representations</i></p> <p align="center"><b>ACTIVITY HIGHLIGHTS</b></p> <p align="center"><i>Capitalization and end punctuation, kinesthetic reading activities, using question words, and recognizing Tricky Words</i></p> <p align="center"><b>TEXT FEATURES</b></p> <p align="center"><i>Texts introduce vocabulary and punctuation marks, including apostrophes to denote ownership and form contractions</i></p> <p><b>Students practice writing uppercase letters, learn new Tricky Words, and answer text-based comprehension questions.</b></p> | <p align="center"><b>15 Days</b></p> <p align="center"><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p align="center"><b>RI.K.3</b></p> <p align="center"><b>W.K.2,</b></p> <p align="center"><b>W.K.3</b></p> | <p align="center"><b>RF.K.2</b></p> <p align="center"><b>SL.K.1, SL.K.3,</b></p> <p align="center"><b>SL.K.6</b></p> <p align="center"><b>L.K.1</b></p> | <p align="center">Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Decodable Reader</p> | <p align="center">Teacher Guide, Assessment &amp; Remediation Guide (online), Blending picture Cards, Large Letter Cards, Sound Poster/ Cards, Unit Assessments</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p><b>Skills 10</b></p> | <p><b>TOPIC &amp; THEME</b><br/> <i>A boy, Scott, and his friends go camping, take a plane trip, and experience other common events</i></p> <p><b>READING</b><br/> <i>Twenty-six new Decodable and/or Tricky Words for a grade-level total of 116 Dolch Words and 129 Fry Words</i></p> <p><b>WRITING</b><br/> <i>Respond to text; handwriting for one-syllable, long vowel words; encoding onesyllable short and long vowel words</i></p> <p><b>ACTIVITY HIGHLIGHTS</b><br/> <i>Kinesthetic spelling activities, dictation with words, and identifying correct spellings</i></p> <p><b>TEXT FEATURES</b><br/> <i>One-syllable, short and long vowel words, paragraphs, and dialogue</i></p> <p><b>Students are introduced to new vowel sounds and Tricky Words, then take a cumulative End-of-Year assessment that guides instruction in Grade 1.</b></p> | <p><b>16 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p> | <p><b>RL.K.3</b></p> <p><b>RI.K.3, RI.K.4</b></p> <p><b>W.K.2, W.K.3</b></p> | <p><b>RF.K.2</b></p> <p><b>SL.K.1, SL.K.3, SL.K.6</b></p> <p><b>L.K.1</b></p> | <p>Student Activity Books, Digital Components, Chaining Folder &amp; Letter Cards, Decodable Reader</p> | <p>Teacher Guide, Blending picture Cards, Large Letter Cards, Sound Poster/ Cards, Unit Assessments</p> |
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# Kindergarten Pacing Guide

| Week 1       |          |    |             |   | Week 2  |              |   |              |   | Week 3    |              |   |    |              | Week 4  |    |              |   |      | Week 5   |   |     |   |   | Week 6  |   |   |   |   |   |   |   |   |   |
|--------------|----------|----|-------------|---|---------|--------------|---|--------------|---|-----------|--------------|---|----|--------------|---------|----|--------------|---|------|----------|---|-----|---|---|---------|---|---|---|---|---|---|---|---|---|
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge 1  |          |    |             |   | PP      | Knowledge 1  |   |              |   |           | Knowledge 2  |   |    |              |         | PP | Knowledge 2  |   |      |          |   | K 3 |   |   |         |   |   |   |   |   |   |   |   |   |
| Skills 1     |          |    |             |   | PP      |              |   |              |   | Skills 2  |              |   |    |              | PP      |    |              |   |      | Skills 3 |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 7       |          |    |             |   | Week 8  |              |   |              |   | Week 9    |              |   |    |              | Week 10 |    |              |   |      | Week 11  |   |     |   |   | Week 12 |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| K 3          |          | PP | Knowledge 3 |   |         |              |   | Knowledge 4  |   |           |              |   | PP | Knowledge 4  |         |    |              |   | K 5  |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Skills 3     |          |    |             |   | PP      |              |   |              |   | Skills 4  |              |   |    |              | PP      |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 13      |          |    |             |   | Week 14 |              |   |              |   | Week 15   |              |   |    |              | Week 16 |    |              |   |      | Week 17  |   |     |   |   | Week 18 |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge 5  |          |    |             |   | PP      | Knowledge 5  |   |              |   |           | Knowledge 6  |   |    |              |         | PP | Knowledge 6  |   |      |          |   | K 7 |   |   |         |   |   |   |   |   |   |   |   |   |
| PP           | Skills 5 |    |             |   |         | PP           |   |              |   |           | Skills 6     |   |    |              |         |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 19      |          |    |             |   | Week 20 |              |   |              |   | Week 21   |              |   |    |              | Week 22 |    |              |   |      | Week 23  |   |     |   |   | Week 24 |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| K 7          |          | PP | Knowledge 7 |   |         |              |   | Knowledge 8  |   |           |              |   | PP | Knowledge 8  |         |    |              |   | K 9  |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Skills 6     |          |    |             |   | PP      |              |   |              |   | Skills 7  |              |   |    |              | PP      |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 25      |          |    |             |   | Week 26 |              |   |              |   | Week 27   |              |   |    |              | Week 28 |    |              |   |      | Week 29  |   |     |   |   | Week 30 |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| K 9          |          | PP | Knowledge 9 |   |         |              |   | Knowledge 10 |   |           |              |   | PP | Knowledge 10 |         |    |              |   | K 11 |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Skills 8     |          |    |             |   | PP      |              |   |              |   | Skills 9  |              |   |    |              |         |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 31      |          |    |             |   | Week 32 |              |   |              |   | Week 33   |              |   |    |              | Week 34 |    |              |   |      | Week 35  |   |     |   |   | Week 36 |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge 11 |          |    |             |   | PP      | Knowledge 11 |   |              |   |           | Knowledge 12 |   |    |              |         | PP | Knowledge 12 |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Skills 9     |          |    |             |   | PP      |              |   |              |   | Skills 10 |              |   |    |              |         |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| Week 37      |          |    |             |   | Week 38 |              |   |              |   | Week 39   |              |   |    |              | Week 40 |    |              |   |      | Week 41  |   |     |   |   |         |   |   |   |   |   |   |   |   |   |
| 1            | 2        | 3  | 4           | 5 | 1       | 2            | 3 | 4            | 5 | 1         | 2            | 3 | 4  | 5            | 1       | 2  | 3            | 4 | 5    | 1        | 2 | 3   | 4 | 5 |         |   |   |   |   |   |   |   |   |   |
| Skills 10    |          |    |             |   | PP      |              |   |              |   |           |              |   |    |              |         |    |              |   |      |          |   |     |   |   |         |   |   |   |   |   |   |   |   |   |



KINDERGARTEN PRIORITY STANDARDS

| Reading for Literature Standards   | Clarification/In the Classroom  |
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| <p>RL.K.1</p> <p>With prompting and support, ask and answer questions about <b>key details</b> in a <b>text</b>.</p> | <p><b>Clarification:</b></p> <p>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>The teacher selects a mentor text and reads it to the students. The teacher models asking questions about what is happening in the text. The teacher asks a question and allows the students to think about the story events in order to answer the question.</p> <p>Students use words, sentences, and illustrations to help them ask and answer questions about the important parts of the text.</p> <p>The teacher provides pictures and words about the key details of a text. Students take turns asking questions about those key details which are answered by their classmates.</p>   |
| <p>RL.K.2</p> <p>With prompting and support, <b>retell</b> familiar stories, including <b>key details</b>.</p>       | <p><b>Clarification:</b></p> <p>Students tell what happened in a familiar story. They include important details such as who, what, when, where, why, or how. Teachers and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads stories aloud enough times for students to become familiar (two-three times). Familiar story examples include picture books, fairy tales, folk tales, and nursery rhymes. While reading, the teacher models his/her thinking aloud by recalling events and commenting on key details.</p> <p>During read alouds, the teacher checks for understanding by stopping periodically and asking guided questions about key details. Students turn and talk to partners about sequence and key details that help them retell the story.</p> <p>Students retell the story in multiple ways. Students draw character puppets and glue them on popsicle sticks, make masks, and work in small groups to act out the story. They could also use three fingers when retelling the story as a reminder to include a beginning, middle, and end.</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RL.K.3</p> <p>With prompting and support, identify characters, <b>settings</b>, and <b>major events</b> in a story.</p>                            | <p><b>Clarification:</b></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. Teachers and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>During read alouds, the teacher models his/her thinking by identifying the characters (“who”), the settings (“where”), and major events (“what happened”).</p> <p>After listening to a story, students draw pictures of and label the character(s). When sharing the pictures, students supply information about each character.</p> <p>When working with small groups, the teacher helps students identify settings by placing post-its on pictures of different settings throughout the story. Students then use the book to draw a timeline of the settings.</p> <p>After read alouds, the teacher and students create a class story map of the main events, discussing why these events are major.</p> |
| <p>RL.K.4</p> <p>With prompting and support, ask and answer questions about words in a <b>text</b> that suggest feelings or appeal to the senses.</p> | <p><b>Clarification:</b></p> <p>Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch). Students also answer questions about the selected words. The teacher and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>Students help the teacher create a list of question starters. When doing read alouds, the teacher uses the list to model asking questions about words in the text that suggest feelings or appeal to the senses.</p> <p>When working with small groups, the teacher helps students use sticky notes to locate words that suggest feelings or appeal to the senses. Students practice asking and answering questions about the words with partners.</p>  |



KINDERGARTEN PRIORITY STANDARDS

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| <p>RL.K.5</p> <p>Recognize common types of <b>texts</b>.</p>   | <p><b>Clarification:</b></p> <p>Students identify different types of text, including poems, stories, and informational books.</p> <p><b>In the Classroom:</b></p> <p>When selecting read alouds, the teacher includes a variety of texts. Before reading, the teacher indicates the type of text and explains simple text features. While reading, the teacher models how to notice these text features to determine the text type.</p> <p>Students help the teacher create an anchor chart that lists common types of texts and their distinguishing features. Students reference the anchor chart when identifying text types.</p>   |
| <p>RL.K.6</p> <p>With prompting and support, define the role of the author and illustrator in telling the story.</p>                   | <p><b>Clarification:</b></p> <p>Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. <b>In the Classroom:</b></p> <p>During a read aloud, the teacher discusses with students how the author wrote the words of the text and the illustrator provided visuals. The teacher explains that both provide important information in the story.</p> <p>Students draw illustrations. They trade papers, and their peers add words (by teacher scribing if needed) to the illustrations to create “stories”. The students get back with their partners and explain what they did as authors or illustrator to help tell the story.</p>  |
| <p>RL.K.7</p> <p>With prompting and support, <b>describe</b> how the words and <b>illustrations</b> work together to tell a story.</p> | <p><b>Clarification:</b></p> <p>Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts. The teacher and/or peers provide support and prompting. <b>In the Classroom:</b></p> <p>The teacher conducts a read aloud. During the first read, the teacher only reads the words. During the second read, he/she shows the illustrations as well. Students discuss how their understanding of the text changed once they viewed the illustrations.</p> <p>The teacher shares a wordless book with the students. The students tell the story through words. The teacher scribes their class story and creates a class book, with the illustrations and words.</p> <p>Students draw illustrations. Then they add appropriate text to their illustrations. In partners, the students discuss how their words and illustrations work together to tell their story.</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RL.K.8</p>  | <p>Not applicable to literature</p>  |
| <p>RL.K.9</p> <p>With prompting and support, <b>compare and contrast</b> the adventures and experiences of characters in familiar stories.</p> | <p><b>Clarification:</b></p> <p>Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads aloud a familiar story. With the students, the teacher creates a story map, highlighting key events and characters from the story. The teacher reads aloud another familiar story. With the students, the teacher creates a story map of that story, highlighting key events and characters from that story. The class discusses how the story maps are alike and how they are different.</p> <p>The teacher reads aloud a familiar text. Students help the teacher write key details about the characters’ experiences on sticky notes. The teacher places the sticky notes on a Venn diagram, comparing and contrasting the experiences of the characters. The students discuss why they placed the sticky notes on the diagram where they did.</p>   |
| <p>RL.K.10</p> <p>Actively engage in group reading activities with <b>purpose</b> and understanding.</p>                                       | <p><b>Clarification:</b></p> <p>As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads a nursery rhyme to the students. Then the students’ choral read the nursery rhyme. Students practice reading the nursery rhyme and discussing the details of the rhyme in small groups.</p> <p>The teacher shares a simple poem with the students. The teacher writes the poem on sentence strips and asks students to read the poem along with him/her. The teacher displays the sentence strips, and the students read the poem with the teacher again.</p> <p>The teacher reads a story aloud to the students. The teacher and students echo read the story the second time. The teacher uses guiding questions to discuss the story elements (character, setting, big idea, lesson, etc.). The students discuss the story, and the teacher guides and encourages students to elaborate and give more details.</p> |
| <p><b>Reading for Informational Standards</b></p>  | <p><b>Clarification/In the Classroom</b></p>   |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RI.K.1</p> <p>With prompting and support, ask and answer questions about <b>key details</b> in a <b>text</b>.</p>  | <p><b>Clarification:</b></p> <p>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting. <b>In the Classroom:</b></p> <p>The teacher selects a mentor text and reads it to the students. The teacher models asking questions about what is happening in the text. The teacher asks a question, and then he/she allows the students to think about the information and answer the question.</p> <p>Students use words, sentences, and illustrations to help them understand the important parts of the text.</p> <p>The teacher provides pictures and words regarding key details from the text. Students take turns asking questions which are answered by their classmates.</p> |
| <p>RI.K.2</p> <p>With prompting and support, identify the main topic and retell <b>key details</b> of a <b>text</b>.</p>  | <p><b>Clarification:</b></p> <p>Students state the main topic of an informational text. Students also state important details from the text. Teachers and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>While doing a read aloud, the teacher discusses the main topic and stops periodically to ask questions about important information from the text.</p> <p>After reading, the teacher draws an ice cream cone as an analogy for the main topic and key details. The cone is the main idea and the scoops are the details. The more details the students identify, the bigger the ice cream cone.</p>  |
| <p>RI.K.3</p> <p>With prompting and support, <b>describe</b> the connection between two individuals, <b>events</b>, ideas, or pieces of information in a <b>text</b>.</p> | <p><b>Clarification:</b></p> <p>Students explain how two individuals, events, ideas, or pieces of information from a text are related. Students access the book and pictures as support. Teacher and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>During a read aloud, the teacher models how to describe the connection between two ideas in a text. The teacher points out linking words, such as because, so, first, second, etc. that help him/her understand the connection.</p> <p>When working on reading in small groups, students work with partners to draw pictures that show how two individuals or ideas from a text are connected or linked, and then they share out with the group.</p>   |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RI.K.4</p> <p>With prompting and support, ask and answer questions about words in a <b>text</b>.</p> | <p><b>Clarification:</b></p> <p>Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <b>In the Classroom:</b></p> <p>During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart, students can refer to when asking and answering questions about words.</p> <p>When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.</p>  |
| <p>RI.K.5</p> <p>Identify the front cover, back cover, and title page of a book.</p>                    | <p><b>Clarification:</b></p> <p>Students point out the front cover, back cover, and title page of a book.</p> <p><b>In the Classroom:</b></p> <p>Before doing read alouds, the teacher models how to locate the front cover, back cover, and title page of the book and explains features of each. The front cover contains the title, author, and a picture. The back cover is either blank or has a brief explanation/picture of what the book is about. The title page is the first page after the front cover and repeats the information from the front cover. The class creates an anchor chart that shows examples of each part of the book and lists key features.</p> <p>When working with small reading groups, the teacher asks students to identify the front cover, back cover, and title page of the book before reading.</p> <p>Students dictate, draw, or write stories and then publish their own books. As part of their final products, they design front covers, back covers, and title pages to include in their books.</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RI.K.6</p> <p>With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a <b>text</b>.</p> | <p><b>Clarification:</b></p> <p>Students describe the roles of the author and the illustrator in providing information. The teacher and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>During a read aloud, the teacher discusses with students how the author wrote the words of the text and the illustrator provided visuals. The teacher explains that both provide important information in the text.</p> <p>The teacher shows the illustrations in a book without reading the text. Students look at the illustrations and practice explaining the text. The teacher then reads the text and shows the illustrations. Students compare their versions of the words with the words of the author.</p>                                      |
| <p>RI.K.7</p> <p>With prompting and support, <b>describe</b> how the words and <b>illustrations</b> work together to provide information.</p>           | <p><b>Clarification:</b></p> <p>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. The teacher and/or peers provide support and prompting.</p> <p><b>In the Classroom:</b></p> <p>The teacher conducts a read aloud. During the first read, the teacher only reads the words. During the second read, he/she shows the illustrations as well. Students discuss how their understanding of the text changed once they viewed the illustrations.</p> <p>Students draw illustrations. They then add text to their illustrations, based on what they drew.</p> |
| <p>RI.K.8</p>   | <p>Begins in 1<sup>st</sup> Grade.</p>  |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RI.K.9</p> <p>With prompting and support, identify basic similarities in and differences between two <b>texts</b> on the same <b>topic</b>.</p> | <p><b>Clarification:</b></p> <p>Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. Students are supported and guided by the teacher and/or peers.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads the texts and demonstrates for the students how to look for and find differences and similarities in both texts.</p> <p>The teacher reads two texts on the same topic aloud. In small groups, students write one key idea or detail from each text on sticky notes. The groups place their sticky notes on a Venn diagram. They explain why they placed the sticky note on the diagram where they did.</p> <p>The teacher reads aloud the text of two books on the same topic. The students discuss the texts, and the teacher scribes the student responses. The students draw pictures and write about the key details to make a class collage depicting how the texts are alike and different.</p> |
| <p>RI.K.10</p> <p>Actively engage in group reading activities with <b>purpose</b> and understanding.</p>   | <p><b>Clarification:</b></p> <p>As a class or in small groups, students engage in activities such asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.</p> <p><b>In the Classroom:</b></p> <p>Students choral read the book. Students practice reading the book and discussing the details of the book in small groups.</p> <p>The teacher reads a text aloud to the students. The teacher and students echo read the text the second time. The teacher encourages the students to discuss the text details and information. The students discuss the text while the teacher guides and encourages students to elaborate with more details.</p>   |
| <p><b>Foundational Skills Standards</b></p>  | <p><b>Clarification/In the Classroom</b></p>  |

KINDERGARTEN PRIORITY STANDARDS

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| <p>RF.K.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p><b>Clarification:</b></p> <p>Students understand the basic concepts of print.</p> <ul style="list-style-type: none"> <li>• Students move from left to right across a page, from the top to the bottom of a page, and from one page to the next.</li> <li>• Students know that words are made of letters and that spoken words can be written to become a piece of writing.</li> <li>• Students know that letters together in a certain sequence make words and these words are written with spaces between them.</li> <li>• Students name all letters in uppercase and lowercase forms.</li> </ul> <p><b>In the Classroom:</b></p> <p>The teacher uses mentor text to teach print features. As the teacher reads a text to the class, he/she models tracking text moving correctly through a book. Students practice as they move through texts with the teacher and independently.</p> <p>The teacher conducts whole class writing lessons, where he/she shows the reading/writing connection. As the teacher tells a story, he/she writes the letters and words that represent what he/she is saying, The teacher also models appropriate spacing between words.</p> <p>The teacher teaches letter names, integrated with letter sounds and forming letters. Students use flashcards containing the letter to practice naming the letter, making its sounds, and writing the letter.</p> |
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| <p>RF.K.2</p> <p>Print upper- and lowercase letters</p> | <p><b>Clarification:</b></p> <p>Students write uppercase and lowercase letters.</p> <p><b>In the Classroom:</b></p> <p>The teacher models printing letters as he/she is teaching the sounds of the letters Students write the letter in the air or on individual white boards as the teacher prints the letter.</p> <p>The teacher supplies handwriting paper that contains traceable letters (this can be printed or teacher-created) according to what letters are being taught at that time. Students trace the letters using their fingers, pencils, and/or crayons.</p> <p>The teacher uses the “hand over hand” technique. The teacher places his/her hand on the hand of the student and guides him/her through the correct letter formation, talking him/her through each movement. Students will move along with the teacher, and then they practice the formation independently.</p> |
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| <p>RF.K.3</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in threephoneme (consonantvowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p><b>Clarification:</b></p> <p>Students demonstrate phonological awareness at the word level, syllable level, and sound level.</p> <ul style="list-style-type: none"> <li>• Students identify and create rhyming words</li> <li>• Students divide words into syllables and count those syllables. They say the sounds in the syllables and blend them to create words</li> <li>• In single-syllable words, students blend and segment the onset and rime (The onset in “mat” is /m/ and the rime is /at/).</li> <li>• Students segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is “dot” note: except for CVC endings /l/, /r/, and /x/).</li> <li>• Students manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in “mat” to make “cat” or add /l/ to “fat” to make “flat”.)</li> </ul> <p><b>In the Classroom:</b></p> <p>The teacher demonstrates identifying syllables by placing one hand under his/her chin while saying a word. Each time the mouth drops, it marks a syllable. Students practice this during guided instruction.</p> <p>The teacher says a CVC word (e.g. “tap”), then taps a finger to his/her thumb for each sound heard (e.g. /t/(tap pointer finger to thumb)/a/(tap middle finger to thumb)/p/(tap ring finger to thumb)). Students do this, tap on their desks, or lay out objects to mark sounds.</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p>RF.K.4</p> <p>Know and apply grade-level phonics and word <b>analysis</b> 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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common highfrequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p><b>Clarification:</b></p> <p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> <li>• Students produce all (or most) of the primary sounds for consonants.</li> <li>• Students know the long and short vowel sound sand their common spellings.</li> <li>• Students read frequently seen words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</li> <li>• Students identify the sound that is different in two similarly spelled words (e.g. went and want,students identify that /e/ in went is different than/a/ in want).</li> </ul> <p><b>In the Classroom:</b></p> <p>Students conduct a letter hunt. They identify, mark and say the sound for the chosen consonant each time they find it in a text.</p> <p>The teacher introduces sight words using a familiar mentor text. He/she writes the words on individual cards and places them where students can access. As students read independently, they can place stickers on the cards if/when they find sight words in a text.</p> <p>The teacher guides students in creating 'Spelling Pattern' anchor charts that evolve as new words fitting the focus pattern are added throughout the year.</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p>RF.K.5</p> <p>Read <b>emergent-reader texts</b> with <b>purpose</b> and understanding.</p> | <p><b>Clarification:</b></p> <p>Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.</p> <p><b>In the Classroom:</b></p> <p>The teacher models the use of whisper phones and how they are used to listen to one’s own reading. Students use these to hear themselves read aloud.</p> <p>The teacher and students choral read a grade appropriate emergent text. After the choral reading, students independently practice reading the text.</p> |
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KINDERGARTEN PRIORITY STANDARDS

| Writing Standards   | Clarification/In the Classroom  |
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| <p>W.K.1</p> <p>Use a combination of drawing, <b>dictating</b>, and writing to compose opinion pieces in which they tell a reader the <b>topic</b> or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>a. With guidance and support from adults, <b>respond</b> to questions and suggestions from adults and/or peers and add details to <b>strengthen</b> writing as needed.</p> | <p><b>Clarification:</b></p> <p>Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer’s position is correct, change the reader’s position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. Kindergarten students identify the topic or the name of the book they’re writing about and state an opinion. While most kindergarten students are not able to fully and logically support arguments, they can offer opinions and provide details.</p> <p>Students discuss thoughts with their peers and the teacher. Students state opinions by responding to simple questions such as, “What is your favorite book?” After students learn to state their opinions orally, they begin to put their thoughts on paper. Early writing in kindergarten often looks like squiggles and random marks on paper, and then progresses to strings or groups of letters. This is valid writing for developing authors. Kindergarten students also draw pictures to add details. The teacher asks questions and makes suggestions to help students strengthen their writing.</p> <p>The teacher helps students grasp the idea of stating an opinion and providing support by practicing in a whole class group. For example, the teacher can create a chart with three columns, each labeled with a different pet. After a discussion about what makes a good pet, students vote by writing their names on the chart under their favorite animals. The teacher models using a T-chart to show students how to take a position (A dog is the best pet) on one side of the chart, while providing a detail (you can play ball with dogs) on the other. Students use this model to create their own T-charts, construct sentences, write them on paper and illustrate them.</p> <p>The teacher supports young writers by providing exposure to texts in which the author or a main character states and supports an opinion. The teacher helps students brainstorm a list of topics on chart paper. Then students make their own lists of topics about which they want to write.</p> <p>Kindergarten students use graphic organizers such as the 4-square model to plan and complete their writing. The teacher provides a print-rich environment in the classroom so students have exposure to lists, charts, and word walls to aid them in their writing. Environmental print, such as pictures of road, restaurant, and store signs, is also an important part of the kindergarten classroom.</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p>W.K.2</p> <p>Use a combination of drawing, <b>dictating</b>, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the <b>topic</b>.</p> <p>a. With guidance and support from adults, <b>respond</b> to questions and suggestions from adults and/or peers and add details to <b>strengthen</b> writing as needed.</p> | <p><b>Clarification:</b></p> <p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Kindergarten students use dictating, drawing, and writing to identify and supply information about a topic and demonstrate their knowledge about the topic.</p> <p>Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts about the topic and include the information in their writing. The teacher guides students in the use of print or digital media to find facts about the subject. The teacher uses a chart or board to record information about the topic. Students then draw, dictate, or write the name of the topic and facts about the topic.</p> <p>For example, the teacher can introduce a non-fiction subject (ex: turtles) and guide the class in creating a T-chart. One side is labeled, “What do I know about turtles?” and the other side is labeled, “What do I want to know about turtles?” The teacher and students add information to the chart throughout the duration of the unit.</p> <p>The teacher can also create a chart and place a picture of a turtle in the center. The teacher and students fill in the chart with information as they read informational texts and learn about turtles. Students can even create their own turtle posters, drawing diagrams and copying at least one piece of information from the class chart.</p> <p>Throughout the writing process, the teacher meets with individual 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.</p> |
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## KINDERGARTEN PRIORITY STANDARDS

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| <p><b>W.K.3</b></p> <p>Use a combination of drawing, <b>dictating</b>, and writing to narrate a single event or several loosely linked <b>events</b>, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, <b>respond</b> to questions and suggestions from adults and/or peers and add details to <b>strengthen</b> writing as needed.</p> | <p><b>Clarification:</b></p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. 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, provide a reaction to what happened.</p> <p>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 his/her story. As the teacher draws, she/he tells the story out loud and adds details to the drawing as needed. Students think about, picture, tell, and draw their own stories.</p> <p>Beginning writers use their developing phonemic awareness skills to label their pictures. Often, students simply write the beginning and ending sounds of words. The teacher encourages this writing by asking students to “spell the best you can.” This gives young writers the freedom to experiment with storytelling without fear of failure. Students begin by drawing and writing about a single event, but eventually, they tell a story by connecting events in a sequence and writing multiple sentences to explain what happened. Teachers ask students for reactions to their stories, using questions like “How did you feel?” Students share their emotions and reactions as part of the story’s conclusion.</p> <p>As kindergarten students begin to put words together to make short sentences, the teacher guides them to prewrite by drawing a detailed picture, describing the picture orally, and then putting their descriptions on paper. The teacher helps students generate ideas for narrative writing by providing multiple opportunities for discussions about life experiences. Students list story ideas in journals, and they brainstorm ideas for class topics with the teacher. When conferencing with students, the teacher asks questions and makes comments, encouraging students to add details to their drawings. Kindergarten writers dictate and copy statements about their drawings.</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p>W.K.4</p> <p>With guidance and support from adults, explore a variety of <b>digital tools</b> and resources to produce and <b>publish</b> writing, either in collaboration with peers or in a whole group <b>setting</b>.</p> | <p><b>Clarification:</b></p> <p>Students explore an assortment of digital tools and resources to compose and publish original writing as a class, small groups, or with partners. Teachers provide support and guidance. <b>In the Classroom:</b></p> <p>The teacher selects a topic. Students write two-three sentences about the topic. The teacher assists students as they use digital tools to produce the sentences.</p> <p>The teacher demonstrates how to use digital tools to research a topic. Students work in pairs and use digital tools to explore the topic with assistance from adults.</p>  |
| <p>W.K.5</p> <p>Participate in shared investigation of grade appropriate <b>topics</b> and writing projects.</p>   | <p><b>Clarification:</b></p> <p>As a class, students explore and write about a topic.</p> <p><b>In the Classroom:</b></p> <p>The teacher chooses a topic from grade K science or social studies standards and introduces the topic to the students by reading a variety of texts aloud, exploring online resources, viewing pictures, etc. Students are guided by their teacher through the process and are given access to a wide variety of resources and information in order to participate in the shared investigation. Students discuss their knowledge of this topic. Together, they create a class book, "All About _____."</p> <p>The teacher reads aloud several books by a familiar author that the students enjoy. Each student expresses his/her opinion (either in writing or teacher scribing) of each book and gives at least one reason why he/she feels that way. The teacher compiles the students' opinions and creates a poster, bulletin board, or class book.</p> |

KINDERGARTEN PRIORITY STANDARDS

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| <p><b>W.K.6</b></p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p><b>Clarification:</b></p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.</p> <p><b>In the Classroom:</b></p> <p>The teacher asks a question regarding a studied topic and provides videos, texts, images, etc. for students to explore. The class comes together to answer the question based on the gathered information.</p> <p>The teacher asks a question related to a recent classroom experience (e.g. field trip, guest speaker, science experiment). First, students discuss everything they remember about that event that helps answer the question. The teacher gathers their thoughts on a class chart. Next, they discuss what information is still missing. The teacher provides specific texts, pictures, online resources, etc. and in groups, students explore these. The class reconvenes to add their learning to the chart and then answer the question.</p> |
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KINDERGARTEN PRIORITY STANDARDS

| Speaking and Listening Standards  | Clarification/In the Classroom  |
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| <p>SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about kindergarten <b>topics</b> and <b>texts</b> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Continue a conversation through multiple exchanges.</p> | <p><b>Clarification:</b></p> <p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <ul style="list-style-type: none"> <li>• Students help develop, understand, and agree to follow discussion rules and norms such as listening to others and taking turns speaking about the topics and texts under discussion.</li> <li>• Students add to a conversation with appropriate comments.</li> </ul> <p><b>In the Classroom:</b></p> <p>The teacher works with students to establish norms for working collaboratively and discussing topics and texts. This list is displayed on an anchor chart, then modeled, taught, and reinforced.</p> <p>During discussions, students stay on topic and continue the conversation by adding thoughts, asking questions, or responding to questions.</p> |
| <p>SL.K.2</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>   | <p><b>Clarification:</b></p> <p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.</p> <p><b>In the Classroom</b></p> <p>The teacher models how to ask a question when something is not understood. While watching a video, teacher may stop the video and say, “I noticed _____. I wonder if _____.” Students can be given an opportunity to do this with a partner as the teacher stops again at another place that would prompt questions.</p> <p>Students refer to the words, pictures, or statements made during the presentation or read aloud to answer questions about key details, or to ask a question for clarification.</p>  |



KINDERGARTEN PRIORITY STANDARDS

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| <p>SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <p><b>Clarification:</b></p> <p>Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.</p> <p><b>In the Classroom:</b></p> <p>The teacher provides students with opportunities to indicate on paper tier level of understanding of a presented topic. Students mark a star (shows understanding) or a question mark (to show they need clarification) on whiteboards or sticky notes. Students hold them up to indicate if they have a question or want to make a statement.</p> <p>The teacher uses class KWL charts to accompany texts that are read aloud. Students orally provide statements of what they already know on the topic and questions regarding what they want to know about the topic.</p>  |
| <p>SL.K.4</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>  | <p><b>Clarification:</b></p> <p>Students speak so that they can be heard and understood by the listener. 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> <p><b>In the Classroom:</b></p> <p>The teacher selects students to role-play how to be sure that speaking is audible. Students role-play speaking too softly, yelling, speaking with fingers in their mouths, or speaking with paper or a book in front of their faces. The remaining students discuss whether or not that person can be understood and why or why not.</p> <p>Teachers display picture cards and have students practice sharing their thoughts and feelings about the object or scene displayed. Students observe the object or scene, create a response based upon their thoughts, feelings, and ideas, and then share their resources.</p> |

KINDERGARTEN PRIORITY STANDARDS

| <p>SL.K.5</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>   | <p><b>Clarification:</b></p> <p>Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.</p> <p><b>In the Classroom:</b></p> <p>The teacher writes a description of a common event (e.g. lunch or recess). He/she begins a visual that will add more detail to the description. Students tell the teacher what details to add to make the visual clearer and more complete. Students apply this strategy to their own visuals.</p> <p>The teacher gives students a topic and lets them create descriptions of the topic. Students then add drawings or other visuals to their descriptions. Once finished, students share their descriptions and why they chose to add particular visuals or drawings.</p> |
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| Language Standards  | Clarification/In the Classroom   |
| <p>L.K.1</p> <p>Demonstrate command of the <b>conventions of standard English grammar</b> and <b>usage</b> when writing or speaking; demonstrate <b>proficiency</b> within the K-1 grammar continuum.</p>                 | <p><b>Clarification:</b></p> <p><a href="#">See Language Conventions Continuum</a></p>   |
| <p>L.K.2</p> <p>Demonstrate command of the <b>conventions of standard English</b> capitalization, <b>punctuation</b>, and spelling when writing; demonstrate <b>proficiency</b> within the K-1 conventions continuum.</p> | <p><b>Clarification:</b></p> <p><a href="#">See Language Conventions Continuum</a></p>   |
| <p>L.K.3</p>  | <p>Begins in 2<sup>nd</sup> grade</p>  |

## KINDERGARTEN PRIORITY STANDARDS

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| <p>L.K.4</p> <p>Determine and/or clarify the meaning of unknown words and <b>phrases</b> based on kindergarten reading and content: <b>context clues</b>, word parts, and <b>word relationships</b>.</p> | <p><b>Clarification:</b></p> <p>Students figure out and/or confirm the meaning of grade K words/phrases that are unfamiliar. When figuring out and/or confirming the meaning of words/phrases, students use context clues, word parts, and word relationships.</p> <ul style="list-style-type: none"><li>• Identify new meanings for familiar words and apply them accurately: Students understand and identify new meanings for familiar words. For example, roll is a type of bread and a verb, to roll. Duck is a bird and a verb, to duck.</li><li>• Use frequently occurring inflections and affixes as a clue to the meaning of a word: Students read and use prefixes and suffixes to understand the meaning of a word. Examples include –ed, -s, re-, un-, pre-, -ful, and -less.</li><li>• Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example, when learning about the word colorful, students identify places around school that are colorful.</li></ul> <p><b>In the Classroom:</b></p> <p>Students help the teacher create an anchor chart that lists common root words and examples of the word with different inflections and affixes (e.g., color: colors, colored, colorful). When doing read alouds, the teacher models using the anchor chart to determine and/or clarify the meaning of unknown words or phrases in the text. New words are frequently added to the anchor chart.</p> <p>The teacher creates a matching game for words with multiple meanings. Each match includes a word and two pictures. Examples include bat (animal and sports equipment), wave (with a hand and in the ocean), bark (like a dog and on a tree). The class works together to match the pictures to the correct words.</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p>L.K.5</p> <p>With guidance and support from adults, explore <b>nuances</b> in word meanings.</p> <p>d. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>e. Demonstrate understanding of frequently occurring verbs and <b>adjectives</b> by relating them to their opposites (antonyms).</p> <p>f. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p> | <p><b>Clarification:</b></p> <p>Students investigate subtle differences in word meanings. Teachers and/or other adults provide guidance and support.</p> <ul style="list-style-type: none"><li>• Students sort known objects into categories to better understand the categories that they represent, such as food, shapes, and animals.</li><li>• Students explain common verbs (action words) and adjectives (describing words) by exploring their opposites (antonyms).</li><li>• Students act out the meanings of verbs to show the differences in meanings. Examples include walk, march, strut, and prance.</li></ul> <p><b>In the Classroom:</b></p> <p>The class sits in a circle and the teacher gives each child a picture card that contains objects that are circles (ball, plate), triangles (ice cream cone, piece of pizza), and squares (box, book). The students sort the objects by shape and discuss features of each shape.</p> <p>Students spread out around the classroom, and the teacher calls out verbs for the children to act out. The teacher models the action and helps students mimic the behavior. They discuss how those actions look and feel different from each other.</p> |
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KINDERGARTEN PRIORITY STANDARDS

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| <p>L.K.6</p> <p>Use words and <b>phrases</b> learned through conversations, reading and being read to, and responding to <b>texts</b>.</p> | <p><b>Clarification:</b></p> <p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that have been read to them, and responses to texts, both oral and written.</p> <p><b>In the Classroom:</b></p> <p>When doing a read aloud, the teacher points out a word or phrase that is unfamiliar, unknown, or compelling. The teacher gives a brief definition of the word or phrase and prompts students to use it when turning and talking to elbow partners. For example, when learning that “creature” means animal, students turn to partners and say, “My favorite creature is ____ because ____.”</p> <p>When doing read alouds, the teacher and students select words and phrases from texts to create a class dictionary. The teacher puts the words/phrases and simple pictures on big note cards. The note cards are displayed on the “Word Wall” or in a designated spot in the classroom. The teacher draws attention to the wall whenever students use the words or phrases in their speaking or writing.</p> <p>The teacher designates a “Word of the Day.” During morning meeting, the teacher introduces and defines a new word or phrase. Students are encouraged to use the word in their speaking or writing throughout the day.</p> |
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## Reading Literature and Reading Informational Text Priority Standards

| KINDERGARTEN<br>PRIORITY STANDARDS  |  |
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| RL.K.3: With prompting and support, identify <b>characters</b> , settings, and major events in a story. | RI.K.3: With prompting and support, <b>describe</b> the connection between two individuals, <b>events</b> , ideas, or pieces of information in a <b>text</b> . |
| RI.K.4: With prompting and support, ask and answer questions about words in a <b>text</b> .             | RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)   |

| FIRST GRADE<br>PRIORITY STANDARDS  |  |
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| <b>RL.1.2: Retell</b> stories, including <b>key details</b> , and demonstrate understanding of their <b>central message</b> or lesson. | <b>RL.1.9: Compare and contrast</b> the adventures and experiences of characters in stories.                   |
| <b>RI.1.2:</b> Identify the <b>main topic</b> and <b>retell key details</b> of a <b>text</b> .   | <b>RI.1.5:</b> Know and use various <b>text features</b> to locate key facts or information in a <b>text</b> . |

| SECOND GRADE<br>PRIORITY STANDARDS   |  |
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| RL.2.2: <b>Recount</b> stories, including <b>fables</b> and <b>folktales</b> from diverse cultures, and determine their <b>central message</b> , lesson, or <b>moral</b> . | RI.2.3: <b>Describe</b> the connection between a series of historical <b>events</b> , scientific ideas or concepts, or steps in <b>technical procedures</b> in a <b>text</b> . |
| RI.2.9: <b>Compare and contrast</b> the most important points presented by two texts on the same topic.  |  |

| THIRD GRADE<br>PRIORITY STANDARDS   |  |
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| RL.3.3: <b>Describe</b> characters in a story and explain how their actions contribute to the <b>sequence of events</b> .           | RI.3.4: Determine the meaning of words and <b>phrases</b> as they are used in a text, identifying words that impact the meaning in a text. |
| RI.3.2: Determine the <b>main idea</b> of a text; <b>recount</b> the <b>key details</b> and explain how they support the main idea. | RI.3.8: <b>Describe</b> how the author connects ideas between sentences and paragraphs to support specific points in a text.               |

KINDERGARTEN PRIORITY STANDARDS

| FOURTH GRADE<br>PRIORITY STANDARDS   |   |
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| RL.4.2: Determine a <b>theme</b> of a story, <b>drama</b> , or <b>poem</b> from details in the text; <b>summarize</b> the text.  | RL.4.6: <b>Compare and contrast</b> the <b>point of view</b> from which different stories are narrated, including the difference between first- and third-person narrations.                    |
| RI.4.3: Explain <b>events</b> , procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | RI.4.6: <b>Compare and contrast</b> a <b>firsthand</b> and <b>secondhand account</b> of the same event or <b>topic</b> ; <b>describe</b> the differences in focus and the information provided. |

| FIFTH GRADE<br>PRIORITY STANDARDS  |  |
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| RL.5.2: Determine a <b>theme</b> of a story, <b>drama</b> , or <b>poem</b> from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a <b>topic</b> ; <b>summarize</b> the text. | RL.5.5: Explain how <b>chapters</b> , scenes, or <b>stanzas</b> provide the overall structure of a particular story, <b>drama</b> , or <b>poem</b> . |
| RI.5.2: Determine two or more <b>main ideas</b> of a text and explain how they are supported by <b>key details</b> ; <b>summarize</b> the text.  | RI.5.5: <b>Compare and contrast</b> the overall structure of <b>events</b> , ideas, concepts, or information in two or more texts.                   |
| RI.5.8: Explain how an author uses <b>reasons</b> and <b>evidence</b> to support particular points in a text, identifying which reasons and evidence support which point(s).   |  |