



English Language Arts Kindergarten

2020-2021

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

**Aligned with Ohio's Learning Standards
for English Language Arts (2017)**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Link to the [ELA Framework](#)
- Quarterly Standards/Learning Targets by Strand and Topic



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Focus Standards/Learning Targets
- Strands and Topics
- Timeframes
- Essential Understandings
- Strategies and Activities
- Assessment Guidelines



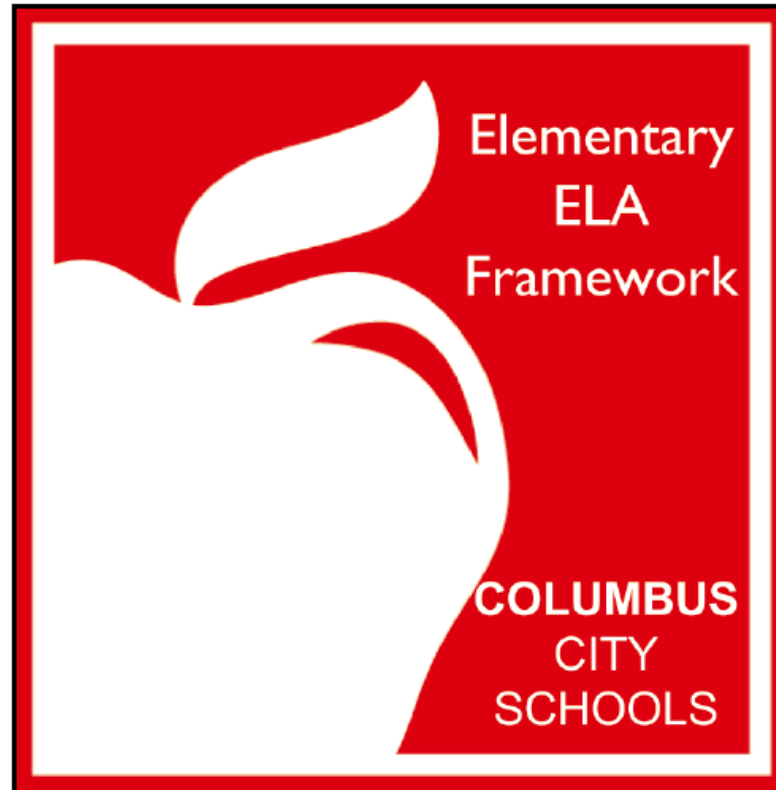
Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides links for standards-based instructional resources, including:

- Unpacked Standards / Clear Learning Targets;
- [ODE Model Curriculum](#)
- Vertical Alignment of Standards

Elementary ELA Framework

[Link to CCS ELA Framework](#)



Year-at-a-Glance

Grading Period I

Grading Period I	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.K.1, RL.K.2, RL.K.3 RI.K.1, RI.K.2, RI.K.3	Craft and Structure RL.K.4, RL.K.5, RL.K.6 RI.K.4, RI.K.5, RI.K.6	Integration of Knowledge and Ideas RL.K.7, RL.K.9 RI.K.7, RI.K.8, RI.K.9	Range of Reading and Text Complexity RL.K.10 RL.K.10
	Writing	Text Types and Purposes W.K.1, W.K.3	Production and Distribution of Writing W.K.5, W.K.6	Research to Build and Present Knowledge W.K.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.K.1, L.K.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.K.4, L.K.5, L.K.6	
	Speaking & Listening	Comprehension and Collaboration SL.K.1, SL.K.2, SL.K.3	Presentation of Knowledge and Ideas SL.K.4, SL.K.5, SL.K.6		
	Foundational Skills	Print Concepts RF.K.1	Phonological Awareness RF.K.2	Phonics and Word Recognition RF.K.3	Fluency RF.K.4

Year-at-a-Glance
Grading Period 2

Grading Period 2	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.K.1, RL.K.2, RL.K.3 RI.K.1, RI.K.2, RI.K.3	Craft and Structure RL.K.4, RL.K.5, RL.K.6 RI.K.4, RI.K.5, RI.K.6	Integration of Knowledge and Ideas RL.K.7, RL.K.9 RI.K.7, RI.K.8, RI.K.9	Range of Reading and Text Complexity RL.K.10 RI.K.10
	Writing	Text Types and Purposes W.K.2, W.K.3	Production and Distribution of Writing W.K.5, W.K.6	Research to Build and Present Knowledge W.K.7, W.K.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.K.1, L.K.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.K.4, L.K.5, L.K.6	
	Speaking & Listening	Comprehension and Collaboration SL.K.1, SL.K.2, SL.K.3	Presentation of Knowledge and Ideas SL.K.4, SL.K.5, SL.K.6		
	Foundational Skills	Print Concepts RF.K.1	Phonological Awareness RF.K.2	Phonics and Word Recognition RF.K.3	Fluency RF.K.4

Year-at-a-Glance

Grading Period 3

Grading Period 3	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.K.1, RL.K.2, RL.K.3 RI.K.1, RI.K.2, RI.K.3	Craft and Structure RL.K.4, RL.K.5, RL.K.6 RI.K.4, RI.K.5, RI.K.6	Integration of Knowledge and Ideas RL.K.7, RL.K.9 RI.K.7, RI.K.8, RI.K.9	Range of Reading and Text Complexity RL.K.10 RI.K.10
	Writing	Text Types and Purposes WK.1, WK.2, WK.3	Production and Distribution of Writing WK.5, WK.6	Research to Build and Present Knowledge	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.K.1, L.K.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.K.4, L.K.5, L.K.6	
	Speaking & Listening	Comprehension and Collaboration SL.K.1, SL.K.2, SL.K.3	Presentation of Knowledge and Ideas SL.K.4, SL.K.5, SL.K.6		
	Foundational Skills	Print Concepts RF.K.1	Phonological Awareness RF.K.2	Phonics and Word Recognition RF.K.3	Fluency RF.K.4

Year-at-a-Glance
Grading Period 4

Grading Period 4	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.K.1, RL.K.2, RL.K.3 RI.K.1, RI.K.2, RI.K.3	Craft and Structure RL.K.4, RL.K.5, RL.K.6 RI.K.4, RI.K.5, RI.K.6	Integration of Knowledge and Ideas RL.K.7, RL.K.9 RI.K.7, RI.K.8, RI.K.9	Range of Reading and Text Complexity RL.K.10 RI.K.10
	Writing	Text Types and Purposes W.K.1, W.K.2, W.K.3	Production and Distribution of Writing W.K.5, W.K.6	Research to Build and Present Knowledge W.K.7, W.K.8	Range of Writing *Begins in Grade 3
	Language	Conventions of Standard English L.K.1, L.K.2	Knowledge of Language *Begins in Grade 2	Vocabulary Acquisition and Use L.K.4, L.K.5, L.K.6	
	Speaking & Listening	Comprehension and Collaboration SL.K.1, SL.K.2, SL.K.3	Presentation of Knowledge and Ideas SL.K.4, SL.K.5, SL.K.6		
	Foundational Skills	Print Concepts RF.K.1	Phonological Awareness RF.K.2	Phonics and Word Recognition RF.K.3	Fluency RF.K.4

Scope and Sequence

Standards: The standards are listed for the grading period and linked to the Clear Learning Targets for the corresponding strand.

Focus Standards: The standards that will be explicitly taught and assessed; focus standards require greater emphasis and are selected based on literacy research and developmental progressions.

Supporting Standards: Additional standards to be taught that align with and support mastery of the focus standards.

Essential Understandings: Synthesizes what the students should understand - not just know and do - empowering them to connect concepts and knowledge across contents and grades.

Strategies/Activities: “suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.” Further explanation for these strategies can be found on [Ohio’s Model Curriculum](#).

Assessment Guidance: Examples of assessments for the standard and lin (e.g. formative and summative assessments, performance tasks, entry and exit tickets, Venn Diagrams/graphic organizers, student journals, checklists).

* Indicates priority instructional content for 1st grade.

 indicates a clickable link.

Grading Period I

Reading

Literature

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

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 - (Not applicable to literature)

RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational Text

- RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 - Identify the front cover, back cover, and title page of a book.
- RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 - Actively engage in group reading activities with purpose and understanding.

Writing

- W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).
- W.K.3 - Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.8 - With guidance and support from adults, recall information from experiences to gather information from provided sources to answer a question.

Speaking and Listening

- SL.K.1 - Participate in collaborative conversations about *kindergarten topics and texts* with diverse partners in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- SL.K.2 - Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - f. Produce and expand complete sentences in shared language activities.

- L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1 - Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 - Read emergent-reader texts with purpose and understanding.

9 weeks

Grading Period I	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
		*Standards are linked to the Clear Learning Targets for the corresponding strand.	*Adapted from ODE Model Curriculum ; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	RL.K.1	<ul style="list-style-type: none"> Listen for information Make reasonable predictions Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Five Finger Retell Glove Drama - Reader's Theater, Puppetry, Dramatic Play Reciprocal Teaching: Predict, Clarify, Question, & Summarize Story Sequence Think Alouds Visualization Graphic Organizers Wonder Wheel Student Annotation of Literary Text Evidence-Elaboration Organizer Story Maps Retelling Box 	<ul style="list-style-type: none"> Read a page of the story without sharing the illustrations. Have students draw what they heard and understood. Before reading a story, have students ask questions that they have about the text. Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. Write question starters on strips of paper. Put them into a container of your choice. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students will respond with answers. Key Details Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. Weekly and module assessments for <i>Into Reading</i>
	RL.K.2	<ul style="list-style-type: none"> Recognize key details in a story Recount/retell (or graphically represent) key details from literary texts Retell familiar stories, including key 		<ul style="list-style-type: none"> Oral retelling of a story that has been heard or read. Use a rubric to analyze the retelling for main ideas, supporting details, sequence of events, characters,

		details		setting, plot, problem/solution <ul style="list-style-type: none"> Written retelling of a story through pictures and/or words on a graphic organizer (e.g., paper divided into 4 squares for the beginning, middle events, and end of the story). Retelling the story by acting it out Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. Weekly and module assessments for <i>Into Reading</i>
	RL.K.3	<ul style="list-style-type: none"> Identify the major events in a story or play Identify the beginning, middle and end of a story or play Identify the characters in a story or play Identify the setting of a story or play Identify the problem and solution of a story 		<ul style="list-style-type: none"> Sequencing pictures and/or words to retell a story in the order it happened Have students write a letter to a character in the story: asking a question, giving advice for solving the problem, telling about an important event in the story, etc. Storyboard/graphic organizer of beginning, middle, and end of the story in pictures and/or words Chart Paper Illustrations: After reading a story with students, divide them into five groups: characters, setting, beginning of the story, middle of the story, and end of the story. Each group is to illustrate what they have been

ELA Kindergarten

			<p>assigned on chart paper. They may also add words to their illustrations. When each group is finished, have them share their work with the rest of the class.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and visuals in the text to identify context clues Use context clues to figure out unknown words Identify simple literary devices Ask and answer questions about unknown words 	<ul style="list-style-type: none"> Student Authors and Illustrators Make a Book Word Wisdom Guess the Covered Word 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word ABC Brainstorming: Using the ABC brainstorming strategy with students midway through a unit provides you with information about what students have learned about a particular story or topic. Students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students' learning. Weekly and module assessments for <i>Into Reading</i>
RL.K.9	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts 	<ul style="list-style-type: none"> Picture Walk Careers in Our School Venn Diagrams or T-Chart Graphic Organizers Role Play 	<ul style="list-style-type: none"> Compare the Elements of a Story: Have the students complete a Venn Diagram or T-chart to compare and contrast the adventures and experiences of characters in different stories. They may

	<ul style="list-style-type: none"> • Know that compare means looking for things that are alike or the same. • Know that contrast means looking for differences • Compare and contrast the adventures and experiences of characters in familiar stories 		<p>use pictures and words, or dictate as the class or small group completes the graphic organizer together.</p> <ul style="list-style-type: none"> • Compare Familiar Stories: Read two familiar stories to the students. After each book, ask who the story is about and what happens to the main character in the story. Then ask how the stories are similar and different. • Weekly and module assessments for <i>Into Reading</i>
RL.K.10	<ul style="list-style-type: none"> • Working with others in a group • Listen intently to stories read aloud in class • Demonstrate comprehension of grade-level, complex literary text • Demonstrate comprehension of above grade-level, complex literary text with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Wide range of single concept books • Paired Texts • Author Study • Million Dollar Words 	<ul style="list-style-type: none"> • Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” • Running Records • Reading Conferences • Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures • Weekly and module assessments for <i>Into Reading</i>
RI.K.1	<ul style="list-style-type: none"> • Make reasonable predictions. • Ask and answer questions which begin 	<ul style="list-style-type: none"> • Reciprocal Teaching: Predict, Clarify, Question, & Summarize 	<ul style="list-style-type: none"> • Read a page of the text without sharing the illustrations. Have students draw

	<p>with who, what, where, when why, and how.</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • With support, know which details in a text are important and why 	<ul style="list-style-type: none"> • I Wonder Questioning Strategy • Interactive Read Aloud • Guided Reading • Shared Reading • Ask and Answer Questions • Reading the Research • Comprehension Question Cube • 3-2-1 Strategy • Question-Answer Relationship • K-W-L Strategy • Visual Imagery • Doodle Splash Retelling • Expository Text Fact Strip 	<p>what they heard and understood.</p> <ul style="list-style-type: none"> • Before reading an informational text, have students ask questions that they have about the topic. • Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or what happened to the person in a biography. • Recall Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. • Write question starters on strips of paper. Put them into a container of your choice. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students will respond with answers. • Weekly and module assessments for <i>Into Reading</i>
RI.K.2	<ul style="list-style-type: none"> • Identify and retell key details • Identify the main topic • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text. 		<ul style="list-style-type: none"> • Oral retelling of a text that has been heard or read • Written retelling of a text through pictures and/or words • Complete a graphic organizer that demonstrates understanding of the main topic and the supporting key details • Pocket Chart Sentences: Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main

			<p>topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text.</p> <ul style="list-style-type: none"> • Weekly and module assessments for <i>Into Reading</i>
RI.K.3	<ul style="list-style-type: none"> • With support, connect individuals and events • With prompting, describe main ideas in a text • Be able to identify an important piece of information in a text • Know what an event is • Link people and their ideas • Tell who is doing what in a text • Identify text features such as author and title • Recognize that informational texts have a structure 		<ul style="list-style-type: none"> • Write about the topic of an informational text using drawings/illustrations and labels to provide additional information • Provide a picture or illustration of the topic and have students label and caption the picture with information they have learned • Paper Bag Attributes: After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual/event/idea from the text, and prompt students to provide one or two unique attributes to record on that side of the bag. On the other side of the bag, write the name of another individual/event/ idea from the text and prompt students to provide one or two unique attributes to record on the other side of the bag. Ask students for one or two attributes that the two individuals/events/ideas have in common and write those on a piece of paper or index card and put the card and/or an object that would represent something the two individuals have in common in

			<p>the bag.</p> <ul style="list-style-type: none"> Timelines: While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the timeline. When completed, ask students to share a connection they notice about how different events and people affect each other. Weekly and module assessments for <i>Into Reading</i>
RI.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and non- linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> What's It Mean? Picture This! Vocabulary Picture Cards Interactive Read Aloud Create an Informational Text Alphabet Book 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word Weekly and module assessments for <i>Into Reading</i>
RI.K.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic similarities in and differences between two texts on the same topic 	<ul style="list-style-type: none"> Scavenger Hunt Use the Picture The Author Says Questioning the Author Venn Diagram 	<ul style="list-style-type: none"> After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Read two texts on the same topic. Complete a T-chart listing the similarities and differences between the two topics.

ELA Kindergarten

			<ul style="list-style-type: none"> Give students procedures to simple tasks (e.g., making a sandwich) Compare it to a similar task and have students draw conclusions. For example, compare two simple recipes; What do you notice about the ingredients and where they are listed? What would happen if the ingredients were switched? Weekly and module assessments for <i>Into Reading</i>
RI.K.10	<ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Non-fiction Book Packets Class Developed Informational Books 3-2-1 Strategy 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
W.K.1	<ul style="list-style-type: none"> Identify a topic sentence or title of a book Draw a picture, retell, or write about the book State an opinion about a topic or book 	<ul style="list-style-type: none"> Key Events for Writing Write Aloud Community Writing Mentor/Focal Text Writer's Workshop Anchor Charts Grab Bag Guided Writing Turn and Talk for Writing 	<ul style="list-style-type: none"> Rubrics for opinion writing Using pictures and words, tell about a book and express an opinion about the book Using pictures and words, tell about a topic and express an opinion about the topic Weekly and module assessments for <i>Into Reading</i>
W.K.2	<ul style="list-style-type: none"> Choose a topic to write about Draw a picture, retell, or write about a topic Provide details about a topic Organize ideas 		<ul style="list-style-type: none"> Rubrics for informational writing Using pictures and words, write about information learned from a text. Using pictures and words write about how two topics or ideas are alike

			<ul style="list-style-type: none"> Using pictures and words write about how two topics or ideas are different Weekly and module assessments for <i>Into Reading</i>
	W.K.3 <ul style="list-style-type: none"> Choose an event to write about Draw a picture, retell, or write about the event Organize events in sequence Describe their reaction to the event 		<ul style="list-style-type: none"> Rubrics for narrative writing Complete a story map to illustrate events of a story in the order they occurred Using pictures and words write about an event including a reaction to the event Weekly and module assessments for <i>Into Reading</i>
SL.K.1	<ul style="list-style-type: none"> Know that there are rules when talking, such as not interrupting another person. When listening to someone, look at the person speaking. When listening to someone speak, respond to them about the topic being discussed. 	<ul style="list-style-type: none"> Using K-W-Ls What's the Problem? Turn and Talk Repeated Readings Class Discussion around Informational Text Anchor Chart Art/Vocabulary Sharing Time 	<ul style="list-style-type: none"> Note a student's ability to listen and take turns during class discussions. Note whether a student looks at the speaker while listening to them Note that a student's response is appropriate to the topic being discussed Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.2	<ul style="list-style-type: none"> Understand the ideas presented in a text. Listen to remember what is being said. Understand that illustrations and words in a book convey messages. Understand that there are messages in videos, TV shows, and pictures. 		<ul style="list-style-type: none"> Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. Note a student's ability to orally respond to a question about a text that has been read Note that the student's response is

		<ul style="list-style-type: none"> Recognize which details are key to the message. Know there are places a person can go to ask for help understanding the message. Know how to ask questions appropriate to the text or task. Answer questions to demonstrate understanding. 		<p>appropriate to the text, task, and discussion</p> <ul style="list-style-type: none"> Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.K.3	<ul style="list-style-type: none"> Have a basic understanding of what is being said. Ask questions. Answer questions. Recognize that something is not understood. Ask for more information. 		<ul style="list-style-type: none"> Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.K.4	<ul style="list-style-type: none"> Use descriptive words. Understand what an event is. Recognize that a place can be a building, city, space, or location. Know and use positional words. Know and use sensory words. 	<ul style="list-style-type: none"> Guess What's in the Bag? Role Play Talking Beads I Am Thinking of . . . Author's Chair Entrepreneurship . . . It's Elementary! Language Arts, Imaging 	<ul style="list-style-type: none"> Monitor to notice if details and descriptions are used in conversations and class discussions. Ask students to describe a character or setting from a text, prompt for additional details Create a checklist of speaking and

			listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.5	<ul style="list-style-type: none"> Choose a topic to speak about. Use adjectives to describe the topic. Draw a picture to show what is being said. Use pictures, clip art, or drawings to make posters that support what is being said. 		<ul style="list-style-type: none"> Allow students to use drama/role play or puppets to add more detail after a read aloud. Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.K.6	<ul style="list-style-type: none"> Talk to the audience. Speak loudly without yelling. Plan what to say. Use words like happy/unhappy, like/dislike to express feelings. Choose one or two ideas to talk about. Stay on the chosen topic. 		<ul style="list-style-type: none"> Note a student's ability to speak clearly with appropriate volume for the audience and situation Note a student's ability to express thoughts and feelings clearly with limited extraneous information. Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
L.K.1	<ul style="list-style-type: none"> Recognize upper- and lowercase letters. Correctly form upper- and lowercase letters. Know that nouns are words that name people, places, things, and ideas. Know that verbs describe actions. Know that many singular nouns become plural by adding -s or -es. Form questions using <i>who</i>, <i>what</i>, <i>where</i>, 	<ul style="list-style-type: none"> Interactive Writing Chart Targets Mentor/Focal Text Fine Motor Letter Formation Write the Room Word Wall Fishing for Plurals Snake Stories Where is the Bean Bag? 	<ul style="list-style-type: none"> Using a shared sentence or text, have students identify words that name a person, place, thing, or idea. Make a chart showing the identified nouns. Using the chart above, have students identify the plural form of the noun by adding -s or -es. Using a shared sentence or text, have students identify action words

		<p><i>when, why, and how.</i></p> <ul style="list-style-type: none"> Know that the position of objects can be described using words like <i>to, from, in, on, etc.</i> Know how to speak in complete sentences. Know that a sentence can be expanded by adding adjectives (e.g., color words) and prepositional phrases (e.g., in the room). 	<ul style="list-style-type: none"> Word Building 	<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
	L.K.2	<ul style="list-style-type: none"> Use phonetic spelling when writing. Name the period, question mark, and exclamation point. Know when to use a period, question mark, or exclamation point in writing. Know and write a sentence. Know that a sentence begins with a capital letter. Know that a sentence needs ending punctuation. Understand the relationship between a letter and the sound it makes. Retrieve the appropriate letter when a sound is identified. Form the appropriate letter to represent the sound(s) heard. 		<ul style="list-style-type: none"> In whole or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. Note student use of letter-sound correspondence to spell simple words phonetically. Note the student's ability to write a letter or letters for most consonant and short-vowel phonemes. Weekly and module assessments for <i>Into Reading</i>
	L.K.4	<ul style="list-style-type: none"> Recognize that a word is unknown. Know many common and familiar words. Know that some words have other meanings. Use context clues and/or pictures to help determine a new meaning for a known word. 	<ul style="list-style-type: none"> List-Group-Label Word Sorts Concept Books Guess What? A Bear of a Poem: Composing and Performing Found Poetry Wordle 	<ul style="list-style-type: none"> Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). Complete a web placing a frequently occurring prefix or suffix in the center. Have students write words around the center that use the prefix or suffix. Students could brainstorm the words or

	<ul style="list-style-type: none">Know that parts can be added to a word to change its meaning.Use familiar and new meaning words correctly.		<ul style="list-style-type: none">look for them in a text.Weekly and module assessments for <i>Into Reading</i>
L.K.5	<ul style="list-style-type: none">Group objects by colors, sizes, and shapes.Sort given objects into groups.Sort pictures into categories and label the categories.Understand what an opposite is.Distinguish written messages.Know and use basic verbs.		<ul style="list-style-type: none">Have students group pictures, words, or objects by color, size, shape, or any other attributeHave students label the groups that pictures, words, or objects have been sorted intoProvide a list of known words or pictures and have students write or draw their oppositeWeekly and module assessments for <i>Into Reading</i>
RF.K.1	<ul style="list-style-type: none">Follow print from left to rightFollow print from top to bottomTrack each word across the pageTrack print across several pagesDistinguish words from letters or groups of lettersRecognize the relationship between letters and soundsKnow that the print, not the picture, represents written languageRecognize space; between, aroundRecognize wordsIdentify, recognize, and name all uppercase (capital) lettersIdentify, recognize, and name all lowercase letters	<ul style="list-style-type: none">Print ReferencingDictated Interactive WritingBig BooksSpeedy Alphabet ArcName GamesAlphabet Books	<ul style="list-style-type: none">Concepts About Print: Have the student identify the front cover, back cover, where to begin reading, which way to go (track print across the page from left to right and top to bottom), first word, last word, point to the words as the teacher reads, tell how many words in a sentence and how many letters in a word, identify ending punctuation, and a capital and lowercase letterCut Up Sentence: Have the student compose a sentence. Cut up the sentence for the student to reconstruct. Observe for the following strategies and behaviors: one-to-one correspondence between the printed and spoken word; thinking about the sounds in words;

			sequencing words to make a meaningful sentence; using capitalization, punctuation, and spacing; physically manipulating words <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RF.K.2	<ul style="list-style-type: none"> Sound recognition Word endings Sameness/difference of sounds Repetition Isolating the sounds at the end of the word Reproducing sounds Sequence of sounds Blending sounds, blending sounds to form words Segmenting sounds Hearing onsets Hearing rimes Determining syllables in words Hear beginning and final sounds in three phoneme words Hear and pronounce the medial vowel sound in three phoneme words Identify individual sounds Break words into their sounds Recognize the order of sounds and add sounds to make new words Put different sounds together quickly 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonological Awareness Word Play Rhyming Concentration/Memory Game Rhyming Games Picture Sorts Elkonin/Sound Boxes Picture Lotto Growing Readers and Writers with the Help of Mother Goose 	<ul style="list-style-type: none"> Provide pictures of one syllable items and have students sort them in to long and short vowel categories Have students sort pictures or words according to their initial, medial vowel, or final phonemes in CVC words Use Elkonin/Sound boxes to segment a variety of words into their sequence of sounds Using letter cards, magnetic letters, or white boards, have students build words. Ask child to change one letter to build a new word Weekly and module assessments for <i>Into Reading</i>
RF.K.3	<ul style="list-style-type: none"> Produce sound(s) that correspond to a given letter Track across a word and produce the corresponding sounds Know the difference between vowels 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonics Decodable Texts Blending Techniques Words in Context 	<ul style="list-style-type: none"> Elkonin/Letter boxes: the student will slide a finger under the boxes when articulating the word. Student will write the letters heard, and the teacher supports by adding the silent and hard

		<ul style="list-style-type: none"> and consonants • Understand that vowels have long sounds • Understand that vowels have short sounds • Hear and distinguish the differences between long and short vowel sounds • Know a word to automaticity and recall it on sight • Read high frequency words in text • Hear the differences in words that sound alike (e.g., van/ban, pen/pin, Pam/pan) • Recall the sounds of two words and identify the differences in the words 	<ul style="list-style-type: none"> • Dictation • Sound/Spelling Cards and Sound Wall • Elkonin Boxes • Morning Message • Word Building • Magnetic Letters • Name/Word Puzzles 	<ul style="list-style-type: none"> to hear letters. • Tell students that you will say three words and they will identify the one that has a different vowel sound. Repeat with two or three sets of words. • Assess students known high frequency words using a Dolche, Fry, or similar list • Word Families Sort: Have students sort words according to the family it belongs in. Student reads the word before sorting it into a category. • Weekly and module assessments for <i>Into Reading</i>
	RF.K.4	<ul style="list-style-type: none"> • Understand and use concepts of print and book handling skills • Know that text has meaning and an author's message • Use predictable patterns to read text • Know and use a corpus of words to make meaning of text • Master high frequency words with automaticity • Know how punctuation works to help comprehension 	<ul style="list-style-type: none"> • Listen Again • The Author Said • Shared Reading • Performance Reading • Choral Reading 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Comprehension Conversations after listening to a student successfully read a grade level text • Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 4.

* Indicates priority instructional content for Kindergarten.

Grading Period 1		Module 1 Week 1	Module 1 Week 2	Module 1 Week 3	Module 1 Week 4	Module 2 Week 1	Module 2 Week 2	Module 2 Week 3	Module 2 Week 4	Module 3 Week 1
Reading	Focus Standards	RL.K.1* RL.K.3 RL.K.4* RL.K.10* RI.K.1* RI.K.3 RI.K.4* RI.K.10*	RL.K.2 RL.K.3 RL.K.4* RL.K.10* RI.K.2 RI.K.3 RI.K.4* RI.K.10*	RL.K.2 RL.K.3 RL.K.5 RL.K.10* RI.K.2 RI.K.3 RI.K.5 RI.K.10*	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10*	RL.K.2 RL.K.3 RL.K.4* RL.K.10* RI.K.2 RI.K.3 RI.K.4* RI.K.10*	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10*	RL.K.2 RL.K.3 RL.K.9* RL.K.10* RI.K.2 RI.K.3 RI.K.9* RI.K.10*	RL.K.2 RL.K.3 RL.K.9* RL.K.10* RI.K.2 RI.K.3 RI.K.9* RI.K.10*	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10*
	Supporting Standards	RL.K.2 RL.K.7 RI.K.2 RI.K.7	RL.K.1* RL.K.5 RL.K.7 RI.K.1* RI.K.5 RI.K.7	RL.K.1* RL.K.4* RL.K.7 RI.K.1* RI.K.4* RI.K.7	RL.K.4* RL.K.5 RL.K.7 RI.K.4* RI.K.5 RI.K.7	RL.K.1* RL.K.6 RI.K.1* RI.K.6 RI.K.8	RL.K.4* RL.K.6 RI.K.4* RI.K.6 RI.K.8	RL.K.1* RL.K.4* RL.K.6 RI.K.1* RI.K.4* RI.K.6 RI.K.8	RL.K.1* RL.K.4* RL.K.6 RI.K.1* RI.K.4* RI.K.6 RI.K.8	RL.K.5 RL.K.6 RL.K.7 RI.K.5 RI.K.6 RI.K.7
Writing	Focus Standards	W.K.1	W.K.1	W.K.1	W.K.1	W.K.3	W.K.3	W.K.3	W.K.3	W.K.2
	Supporting Standards	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6 W.K.8*
Speaking and Listening	Focus Standards	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6
	Supporting Standards									

ELA Kindergarten

Language	Focus Standards	L.K.1 a, b L.K.2 c L.K.5* c	L.K.1 a, b L.K.2 c L.K.5* c	L.K.1 a, b L.K.2 c L.K.5* c	L.K.1 a, b L.K.2 c L.K.5* c	L.K.1 a, b L.K.2 c L.K.4* b L.K.5* b, c	L.K.1 a, b L.K.2 c L.K.4* b L.K.5* b, c	L.K.1 a, b L.K.2 c L.K.4* b L.K.5* b, c	L.K.1 a, b L.K.2 c L.K.4* b L.K.5* b, c	L.K.1a, b, c, f L.K.2 c, d L.K.4* b L.K.5* a, b, c
	Supporting Standards	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*
Foundations		Unit 1 Orientation	Unit 1 Week 1	Unit 1 Week 2	Unit 1 Week 3	Unit 1 Week 4	Unit 1 Week 5	Unit 1 Week 6	Unit 1 Week 7	Unit 1 Week 8
Foundational Skills	Focus Standards	RF.K.1 d RF.K.3 a	RF.K.1 c, d RF.K.3 a	RF.K.1 c, d RF.K.3 a, c	RF.K.1 d RF.K.3 a, b, c	RF.K.1a,b,c,d RF.K.3 a,b,c	RF.K.1a,b,c,d RF.K.2 a,b,c RF.K.3 a,b,c	RF.K.1a,b,c,d RF.K.2 a,b,c RF.K.3 a,b,c	RF.K.1a,b,c,d RF.K.2 a,b,c RF.K.3 a,b,c,d	RF.K.1 c,d RF.K.3 a,b,c
	Supporting Standards					RF.K.4*	RF.K.4*	RF.K.4*	RF.K.4*	RF.K.4*

Grading Period 2

Reading

Literature

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

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

RL.K.8 - (Not applicable to literature).

RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

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

RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 - Actively engage in group reading activities with purpose and understanding.

Writing

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

Speaking and Listening

- SL.K.1 - Participate in collaborative conversations about *kindergarten topics and texts* with diverse partners in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2 - Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
 - Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1 - Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

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

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

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

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

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

9 weeks

Grading Period 2	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for the corresponding strand.</small>	Strategies/Activities <small>*Adapted from ODE Model Curriculum; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	RL.K.1	<ul style="list-style-type: none"> Listen for information Make reasonable predictions Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Five Finger Retell Glove Drama - Reader's Theater, Puppetry, Dramatic Play Reciprocal Teaching: Predict, Clarify, Question, & Summarize Story Sequence Think Alouds Visualization Graphic Organizers Wonder Wheel Student Annotation of Literary Text Evidence-Elaboration Organizer Story Maps Retelling Box 	<ul style="list-style-type: none"> Read a page of the story without sharing the illustrations. Have students draw what they heard and understood. Before reading a story, have students ask questions that they have about the text. Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. Write question starters on strips of paper. Put them into a container of your choice. Students pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students respond with answers. Key Details Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. Weekly and module assessments for <i>Into Reading</i>
	RL.K.2	<ul style="list-style-type: none"> Recognize key details in a story Recount/retell (or graphically represent) key details from literary texts Retell familiar stories, including key details 		<ul style="list-style-type: none"> Oral retelling of a story that has been heard or read. Use a rubric to analyze the retelling for main ideas, supporting details, sequence of events, characters, setting, plot, problem/solution

ELA Kindergarten

			<ul style="list-style-type: none"> • Written retelling of a story through pictures and/or words on a graphic organizer (e.g., paper divided into 4 squares for the beginning, middle events, and end of the story). • Retelling the story by acting it out • Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. • Weekly and module assessments for <i>Into Reading</i>
RL.K.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the beginning, middle and end of a story or play • Identify the characters in a story or play • Identify the setting of a story or play • Identify the problem and solution of a story 		<ul style="list-style-type: none"> • Sequencing pictures and/or words to retell a story in the order it happened • Write a letter to a character in the story: asking a question, giving advice for solving the problem, telling about an important event in the story, etc. • Storyboard/graphic organizer of beginning, middle, and end of the story in pictures and/or words • Chart Paper Illustrations: After reading a story with students, divide them into five groups: characters, setting, beginning of the story, middle of the story, and end of the story. Each group is to illustrate what they have been assigned on chart paper. They may also add words to their illustrations. When each group is finished,

ELA Kindergarten

			have them share their work with the rest of the class. <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and visuals in the text to identify context clues Use context clues to figure out unknown words Identify simple literary devices Ask and answer questions about unknown words 	<ul style="list-style-type: none"> Student Authors and Illustrators Make a Book Word Wisdom Guess the Covered Word 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word ABC Brainstorming: provides information about what students have learned about a particular story or topic. Students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students' learning. Weekly and module assessments for <i>Into Reading</i>
RL.K.9	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Compare and contrast the adventures 	<ul style="list-style-type: none"> Picture Walk Careers in Our School Venn Diagrams or T-Chart Graphic Organizers Role Play 	<ul style="list-style-type: none"> Compare the Elements of a Story: Have the students complete a Venn Diagram or T-chart to compare and contrast the adventures and experiences of characters in different stories. They may use pictures and words, or dictate as the class or small group completes the graphic organizer together. Compare Familiar Stories: Read two familiar stories to the students. After

ELA Kindergarten

	and experiences of characters in familiar stories		<p>each book, ask who the story is about and what happens to the main character in the story. Then ask how the stories are similar and different.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.10	<ul style="list-style-type: none"> Working with others in a group Listen intently to stories read aloud in class Demonstrate comprehension of grade-level, complex literary text Demonstrate comprehension of above grade-level, complex literary text with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Wide range of single concept books Paired Texts Author Study Million Dollar Words 	<ul style="list-style-type: none"> Three Things: Give each student a piece of paper and have them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” Running Records Reading Conferences Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
RI.K.1	<ul style="list-style-type: none"> Make reasonable predictions. Ask and answer questions which begin with who, what, where, when why, and how. Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> Reciprocal Teaching: Predict, Clarify, Question, & Summarize I Wonder Questioning Strategy Interactive Read Aloud Guided Reading Shared Reading Ask and Answer Questions Reading the Research 	<ul style="list-style-type: none"> Read a page of the text without sharing the illustrations. Have students draw what they heard and understood. Before reading an informational text, have students ask questions that they have about the topic. Have students draw or write what they predict will happen in the story, what will

ELA Kindergarten

		<ul style="list-style-type: none"> • Comprehension Question Cube • 3-2-1 Strategy • Question-Answer Relationship • K-W-L Strategy • Visual Imagery • Doodle Splash Retelling • Expository Text Fact Strip 	<p>happen if ..., what will happen next, or what happened to the person in a biography.</p> <ul style="list-style-type: none"> • Recall Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. • Write question starters on strips of paper. Put them into a container of your choice. Students pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students respond with answers. • Weekly and module assessments for <i>Into Reading</i>
	RI.K.2 <ul style="list-style-type: none"> • Identify and retell key details • Identify the main topic • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text. 		<ul style="list-style-type: none"> • Oral retelling of a text that has been heard or read • Written retelling of a text through pictures and/or words • Complete a graphic organizer that demonstrates understanding of the main topic and the supporting key details • Pocket Chart Sentences: Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. • Weekly and module assessments for <i>Into</i>

			<i>Reading</i>
		<ul style="list-style-type: none"> • With support, connect individuals and events • With prompting, describe main ideas in a text • Be able to identify an important piece of information in a text • Know what an event is • Link people and their ideas • Tell who is doing what in a text • Identify text features such as author and title • Recognize that informational texts have a structure 	<ul style="list-style-type: none"> • Write about the topic of an informational text using drawings/illustrations and labels to provide additional information • Provide a picture or illustration of the topic and have students label and caption the picture with information they have learned • Paper Bag Attributes: After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual/event/idea from the text, and prompt students to provide one or two unique attributes to record on that side of the bag. On the other side of the bag, write the name of another individual/event/ idea from the text and prompt students to provide one or two unique attributes to record on the other side of the bag. Ask students for one or two attributes that the two individuals/events/ideas have in common and write those on a piece of paper or index card and put the card and/or an object that would represent something the two individuals have in common in the bag. • Timelines: While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the timeline. When completed, ask students to share a connection they notice about

[RI.K.3](#)

ELA Kindergarten

			<p>how different events and people affect each other.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RI.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and non- linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> What's It Mean? Picture This! Vocabulary Picture Cards Interactive Read Aloud Create an Informational Text Alphabet Book 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word Weekly and module assessments for <i>Into Reading</i>
RI.K.8	<ul style="list-style-type: none"> Identify the author's key ideas/points Identify reasons/details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/details Identify the reasons an author gives to support points in a text 	<ul style="list-style-type: none"> Scavenger Hunt Use the Picture The Author Says Questioning the Author Venn Diagram 	<ul style="list-style-type: none"> Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

RI.K.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Read two texts on the same topic. Complete a T-chart listing the similarities and differences between the two topics. Give students procedures to simple tasks (e.g., making a sandwich) Compare it to a similar task and have students draw conclusions. For example, compare two simple recipes; What do you notice about the ingredients and where they are listed? What would happen if the ingredients were switched? Weekly and module assessments for <i>Into Reading</i>
RI.K.10	<ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Non-fiction Book Packets Class Developed Informational Books 3-2-1 Strategy 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
W.K.2	<ul style="list-style-type: none"> Choose a topic to write about Draw a picture, retell, or write about a topic Provide details about a topic 	<ul style="list-style-type: none"> Key Events for Writing Write Aloud Community Writing Mentor/Focal Text 	<ul style="list-style-type: none"> Rubrics for informational writing Using pictures and words, write about information learned from a text. Using pictures and words write about

ELA Kindergarten

		<ul style="list-style-type: none"> Organize ideas 	<ul style="list-style-type: none"> Writer's Workshop Anchor Charts Grab Bag Guided Writing Turn and Talk for Writing 	<ul style="list-style-type: none"> how two topics or ideas are alike Using pictures and words write about how two topics or ideas are different Weekly and module assessments for <i>Into Reading</i>
	W.K.3	<ul style="list-style-type: none"> Choose an event to write about Draw a picture, retell, or write about the event Organize events in sequence Describe their reaction to the event 		<ul style="list-style-type: none"> Rubrics for narrative writing Complete a story map to illustrate events of a story in the order they occurred Using pictures and words write about an event including a reaction to the event Weekly and module assessments for <i>Into Reading</i>
	W.K.7	<ul style="list-style-type: none"> Participates in shared research and writing projects. Know that an opinion is not a fact. Know how to copy a title. Know how to copy an author's name. 	<ul style="list-style-type: none"> Shared Writing/ ABC Classroom Book Topic and Graphic Organizer Mural/ Shared Research K-W-L Chart Inquiry Charts (I-Charts) Wonder Center 3-2-1 Strategy Self-Organized Learning Environments (SOLE) 	<ul style="list-style-type: none"> Create a Shared Writing project with the class. Students can write/draw what they think the next sentence might be on strips of paper or whiteboards in pairs or individually. Weekly and module assessments for <i>Into Reading</i>
	SL.K.1	<ul style="list-style-type: none"> Know that there are rules when talking, such as not interrupting another person. When listening to someone, look at the person speaking. When listening to someone speak, respond to them about the topic being discussed. 	<ul style="list-style-type: none"> Using K-W-Ls What's the Problem? Turn and Talk Repeated Readings Class Discussion around Informational Text Anchor Chart Art/Vocabulary Sharing Time 	<ul style="list-style-type: none"> Note a student's ability to listen and take turns during class discussions. Note whether a student looks at the speaker while listening to them Note that a student's response is appropriate to the topic being discussed Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the

ELA Kindergarten

			student demonstrates the skill or behavior.
SL.K.2	<ul style="list-style-type: none"> • Understand the ideas presented in a text. • Listen to remember what is being said. • Understand that illustrations and words in a book convey messages. • Understand that there are messages in videos, TV shows, and pictures. • Recognize which details are key to the message. • Know there are places a person can go to ask for help understanding the message. • Know how to ask questions appropriate to the text or task. • Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> • Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. • Note a student's ability to orally respond to a question about a text that has been read • Note that the student's response is appropriate to the text, task, and discussion • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.3	<ul style="list-style-type: none"> • Have a basic understanding of what is being said. • Ask questions. • Answer questions. • Recognize that something is not understood. • Ask for more information. 		<ul style="list-style-type: none"> • Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. • Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. • Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.

ELA Kindergarten

	SL.K.4	<ul style="list-style-type: none">● Use descriptive words.● Understand what an event is.● Recognize that a place can be a building, city, space, or location.● Know and use positional words.● Know and use sensory words.	<ul style="list-style-type: none">● Guess What's in the Bag?● Role Play● Talking Beads● I Am Thinking of . . .● Author's Chair● Entrepreneurship . . . It's Elementary!● Language Arts, Imaging	<ul style="list-style-type: none">● Monitor to notice if details and descriptions are used in conversations and class discussions.● Ask students to describe a character or setting from a text, prompt for additional details● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.K.5	<ul style="list-style-type: none">● Choose a topic to speak about.● Use adjectives to describe the topic.● Draw a picture to show what is being said.● Use pictures, clip art, or drawings to make posters that support what is being said.		<ul style="list-style-type: none">● Allow students to use drama/role play or puppets to add more detail after a read aloud.● Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
	SL.K.6	<ul style="list-style-type: none">● Talk to the audience.● Speak loudly without yelling.● Plan what to say.● Use words like happy/unhappy, like/dislike to express feelings.● Choose one or two ideas to talk about.● Stay on the chosen topic.		<ul style="list-style-type: none">● Note a student's ability to speak clearly with appropriate volume for the audience and situation● Note a student's ability to express thoughts and feelings clearly with limited extraneous information.● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
L.K.1	<ul style="list-style-type: none">● Recognize upper- and lowercase letters.● Correctly form upper- and lowercase	<ul style="list-style-type: none">● Interactive Writing● Chart Targets	<ul style="list-style-type: none">● Using a shared sentence or text, have students identify words that name a	

ELA Kindergarten

		<p>letters.</p> <ul style="list-style-type: none"> Know that nouns are words that name people, places, things, and ideas. Know that verbs describe actions. Know that many singular nouns become plural by adding -s or -es. For questions using <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>. Know that the position of objects can be described using words like <i>to</i>, <i>from</i>, <i>in</i>, <i>on</i>, <i>etc.</i> Know how to speak in complete sentences. Know that a sentence can be expanded by adding adjectives (e.g., color words) and prepositional phrases (e.g., in the room). 	<ul style="list-style-type: none"> Mentor/Focal Text Fine Motor Letter Formation Write the Room Word Wall Fishing for Plurals Snake Stories Where is the Bean Bag? Word Building 	<p>person, place, thing, or idea. Make a chart showing the identified nouns.</p> <ul style="list-style-type: none"> Using the chart above, have students identify the plural form of the noun by adding -s or -es. Using a shared sentence or text, have students identify action words Weekly and module assessments for <i>Into Reading</i>
	L.K.2	<ul style="list-style-type: none"> Use phonetic spelling when writing. Name the period, question mark, and exclamation point. Know when to use a period, question mark, or exclamation point in writing. Know and write a sentence. Know that a sentence begins with a capital letter. Know that a sentence needs ending punctuation. Understand the relationship between a letter and the sound it makes. Retrieve the appropriate letter when a sound is identified. Form the appropriate letter to represent the sound(s) heard. 		<ul style="list-style-type: none"> In whole or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. Note student use of letter-sound correspondence to spell simple words phonetically. Note the student's ability to write a letter or letters for most consonant and short-vowel phonemes. Weekly and module assessments for <i>Into Reading</i>
	L.K.4	<ul style="list-style-type: none"> Recognize that a word is unknown. 	<ul style="list-style-type: none"> List-Group-Label 	<ul style="list-style-type: none"> Have students illustrate multiple

ELA Kindergarten

		<ul style="list-style-type: none"> Know many common and familiar words. Know that some words have other meanings. Use context clues and/or pictures to help determine a new meaning for a known word. Know that parts can be added to a word to change its meaning. Use familiar and new meaning words correctly. 	<ul style="list-style-type: none"> Word Sorts Concept Books Guess What? A Bear of a Poem: Composing and Performing Found Poetry Wordle 	<p>meanings for familiar words (e.g., a duck as a bird, and the verb to duck).</p> <ul style="list-style-type: none"> Complete a web placing a frequently occurring prefix or suffix in the center. Have students write words around the center that use the prefix or suffix. Students could brainstorm the words or look for them in a text. Weekly and module assessments for <i>Into Reading</i>
	L.K.5	<ul style="list-style-type: none"> Group objects by colors, sizes, and shapes. Sort given objects into groups. Sort pictures into categories and label the categories. Understand what an opposite is. Distinguish written messages. Know and use basic verbs. 		<ul style="list-style-type: none"> Have students group pictures, words, or objects by color, size, shape, or any other attribute Have students label the groups that pictures, words, or objects have been sorted into Provide a list of known words or pictures and have students write or draw their opposite Weekly and module assessments for <i>Into Reading</i>
	RF.K.1	<ul style="list-style-type: none"> Follow print from left to right Follow print from top to bottom Track each word across the page Track print across several pages Distinguish words from letters or groups of letters Recognize the relationship between letters and sounds Know that the print, not the picture, represents written language Recognize space; between, around 	<ul style="list-style-type: none"> Print Referencing Dictated Interactive Writing Big Books Speedy Alphabet Arc Name Games Alphabet Books 	<ul style="list-style-type: none"> Concepts About Print: Have the student identify the front cover, back cover, where to begin reading, which way to go (track print across the page from left to right and top to bottom), first word, last word, point to the words as the teacher reads, tell how many words in a sentence and how many letters in a word, identify ending punctuation, and a capital and lowercase letter Cut Up Sentence: Have the student

ELA Kindergarten

	<ul style="list-style-type: none"> Recognize words Identify, recognize, and name all uppercase (capital) letters Identify, recognize, and name all lowercase letters 		<p>compose a sentence. Cut up the sentence for the student to reconstruct. Observe for the following strategies and behaviors: one-to-one correspondence between the printed and spoken word; thinking about the sounds in words; sequencing words to make a meaningful sentence; using capitalization, punctuation, and spacing; physically manipulating words</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RF.K.2	<ul style="list-style-type: none"> Sound recognition Word endings Sameness/difference of sounds Repetition Isolating the sounds at the end of the word Reproducing sounds Sequence of sounds Blending sounds to form words Segmenting sounds Hearing onsets Hearing rimes Determining syllables in words Hear beginning and final sounds in three phoneme words Hear and pronounce the medial vowel sound in three phoneme words Identify individual sounds Break words into their sounds Recognize the order of sounds and add sounds to make new words Put different sounds together quickly 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonological Awareness Word Play Rhyming Concentration/Memory Game Rhyming Games Picture Sorts Elkonin/Sound Boxes Picture Lotto Growing Readers and Writers with the Help of Mother Goose 	<ul style="list-style-type: none"> Provide pictures of one syllable items and have students sort them in to long and short vowel categories Have students sort pictures or words according to their initial, medial vowel, or final phonemes in CVC words Use Elkonin/Sound boxes to segment a variety of words into their sequence of sounds Using letter cards, magnetic letters, or white boards, have students build words. Ask child to change one letter to build a new word Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

REF.K.3	<ul style="list-style-type: none"> • Produce sound(s) that correspond to a given letter • Track across a word and produce the corresponding sounds • Know the difference between vowels and consonants • Understand that vowels have long sounds • Understand that vowels have short sounds • Hear and distinguish the differences between long and short vowel sounds • Know a word to automaticity and recall it on sight • Read high frequency words in text • Hear the differences in words that sound alike (e.g., van/ban, pen/pin, Pam/pan) • Recall the sounds of two words and identify the differences in the words 	<ul style="list-style-type: none"> • Systematic and Explicit Instruction of Phonics • Decodable Texts • Blending Techniques • Words in Context • Dictation • Sound/Spelling Cards and Sound Wall • Elkonin Boxes • Morning Message • Word Building • Magnetic Letters • Name/Word Puzzles 	<ul style="list-style-type: none"> • Elkonin/Letter boxes: the student will slide a finger under the boxes when articulating the word. Student will write the letters heard, and the teacher supports by adding the silent and hard to hear letters. • Tell students that you will say three words and they will identify the one that has a different vowel sound. Repeat with two or three sets of words. • Assess students known high frequency words using a Dolche, Fry, or similar list • Word Families Sort: Have students sort words according to the family it belongs in. Student reads the word before sorting it into a category. • Weekly and module assessments for <i>Into Reading</i>
REF.K.4	<ul style="list-style-type: none"> • Understand and use concepts of print and book handling skills • Know that text has meaning and an author's message • Use predictable patterns to read text • Know and use a corpus of words to make meaning of text • Master high frequency words with automaticity • Know how punctuation works to help comprehension 	<ul style="list-style-type: none"> • Listen Again • The Author Said • Shared Reading • Performance Reading • Choral Reading 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Comprehension Conversations after listening to a student successfully read a grade level text • Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 4.

* Indicates priority instructional content for Kindergarten.

Grading Period 2		Module 3 Week 2	Module 3 Week 3	Module 3 Week 4	Module 4 Week 1	Module 4 Week 2	Module 4 Week 3	Module 4 Week 4	Module 5 Week 1	Module 5 Week 2
Reading	Focus Standards	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10*	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10*	RL.K.1* RL.K.2 RL.K.3 RL.K.10* RI.K.1* RI.K.2 RI.K.3 RI.K.10	RL.K.2 RL.K.4* RL.K.10* RI.K.2 RI.K.4* RI.K.8 RI.K.10*	RL.K.2 RL.K.4* RL.K.10* RI.K.2 RI.K.4* RI.K.8 RI.K.10*	RL.K.3 RL.K.4* RL.K.10* RI.K.3 RI.K.4* RI.K.8 RI.K.10*	RL.K.2 RL.K.3 RL.K.4* RL.K.10* RI.K.2 RI.K.3 RI.K.4* RI.K.10*	RL.K.1* RL.K.3 RL.K.4* RL.K.10* RI.K.1* RI.K.3 RI.K.4* RI.K.10*	RL.K.1* RL.K.3 RL.K.4* RL.K.10* RI.K.1* RI.K.3 RI.K.4* RI.K.10*
	Supporting Standards	RL.K.5 RL.K.6 RL.K.7 RI.K.5 RI.K.6 RI.K.7	RL.K.5 RL.K.7 RL.K.9 RI.K.5 RI.K.7 RI.K.9*	RL.K.5 RL.K.6 RL.K.7 RI.K.5 RI.K.6 RI.K.7	RL.K.1* RL.K.3 RL.K.6 RI.K.1* RI.K.3 RI.K.6	RL.K.1 RL.K.3 RL.K.6 RI.K.1 RI.K.3 RI.K.6	RL.K.1* RL.K.2 RL.K.6 RI.K.1* RI.K.2 RI.K.6	RL.K.1* RL.K.6 RL.K.9 RI.K.1* RI.K.6 RI.K.8 RI.K.9*	RL.K.2 RL.K.6 RI.K.2 RI.K.6	RL.K.2 RL.K.6 RL.K.9 RI.K.2 RI.K.6 RI.K.9*
Writing	Focus Standards	W.K.2	W.K.2	W.K.2	W.K.2 W.K.7	W.K.2 W.K.7	W.K.2 W.K.7	W.K.2 W.K.7	W.K.3	W.K.3
	Supporting Standards	W.K.5 W.K.6 W.K.8*	W.K.5 W.K.6 W.K.8*	W.K.5 W.K.6 W.K.8*	W.K.5 W.K.8*	W.K.5 W.K.6 W.K.8*	W.K.5 W.K.6 W.K.8*	W.K.5 W.K.6 W.K.8*	W.K.5	W.K.5
Speaking and Listening	Focus Standards	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6
	Supporting Standards									

ELA Kindergarten

Language	Focus Standards	L.K.1a, b, c, f L.K.2 c, d L.K.4* b L.K.5* a, b, c	L.K.1a, b, c, f L.K.2 c, d L.K.4* b L.K.5* a, b, c	L.K.1a, b, c, f L.K.2 c, d L.K.4* b L.K.5* a, b, c	L.K.1 d L.K.2 c, d L.K.5* c	L.K.1 d L.K.2 c, d L.K.5* c, d	L.K.1 d, f L.K.2 c, d L.K.5* c, d	L.K.1 d, f L.K.2 c, d L.K.5* c, d	L.K.1 c, d, f L.K.2 c, d L.K.4* a L.K.5* c	L.K.1 c, d, f L.K.2 c, d L.K.4* a L.K.5* c
	Supporting Standards	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*
Fundations		Unit 1 Week 9	Unit 1 Week 10	Unit 1 Week 11	Unit 1 Week 12	Unit 2 Week 1	Unit 2 Week 2	Unit 2 Week 3	Unit 2 Week 4	Unit 3 Week 1
Foundational Skills	Focus Standards	RF.K.1 c,d RF.K.3 a,b,c	RF.K.1 c,d RF.K.3 a,b,c	RF.K.1a,b,c,d RF.K.3 a,b,c	RF.K.1a,b,c,d RF.K.2 a,c RF.K.3 a,b,c	RF.K.2 d,e RF.K.3a,b,c,d	RF.K.2a,c,d,e RF.K.3a,b,c,d	RF.K.2 d,e RF.K.3a,b,c,d	RF.K.2 d RF.K.3 a,b,c	RF.K.2 d,e RF.K.3 a,b,c
	Supporting Standards	RF.K.4*	RF.K.4*	RF.K.4*	RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 d RF.K.4*	RF.K.1 d RF.K.4*

Grading Period 3
Reading
Literature

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

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 - (Not applicable to Literature)

RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

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

RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 - Actively engage in group reading activities with purpose and understanding.

Writing

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader about a topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

- SL.K.1 - Participate in collaborative conversations about *kindergarten topics and texts* with diverse partners in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2 - Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills

- RF.K.1 - Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 - Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.
- RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 - Read emergent-reader texts with purpose and understanding.

9 weeks

Grading Period 3	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
		*Standards are linked to the Clear Learning Targets for the corresponding strand.	*Adapted from ODE Model Curriculum : explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	RL.K.1	<ul style="list-style-type: none"> Listen for information Make reasonable predictions Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Five Finger Retell Glove Drama - Reader's Theater, Puppetry, Dramatic Play Reciprocal Teaching: Predict, Clarify, Question, & Summarize Story Sequence Think Alouds Visualization Graphic Organizers Wonder Wheel Student Annotation of Literary Text Evidence-Elaboration Organizer Story Maps Retelling Box 	<ul style="list-style-type: none"> Read a page of the story without sharing the illustrations. Have students draw what they heard and understood. Before reading a story, have students ask questions that they have about the text. Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. Write question starters on strips of paper. Put them into a container of your choice. Students pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students respond with answers. Key Details Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. Weekly and module assessments for <i>Into Reading</i>
	RL.K.2	<ul style="list-style-type: none"> Recognize key details in a story Recount/retell (or graphically represent) key details from literary texts Retell familiar stories, including key details 		<ul style="list-style-type: none"> Oral retelling of a story that has been heard or read. Use a rubric to analyze the retelling for main ideas, supporting details, sequence of events, characters, setting, plot, problem/solution

ELA Kindergarten

				<ul style="list-style-type: none"> • Written retelling of a story through pictures and/or words on a graphic organizer (e.g., paper divided into 4 squares for the beginning, middle events, and end of the story). • Retelling the story by acting it out • Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. • Weekly and module assessments for <i>Into Reading</i>
	RL.K.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the beginning, middle and end of a story or play • Identify the characters in a story or play • Identify the setting of a story or play • Identify the problem and solution of a story 		<ul style="list-style-type: none"> • Sequencing pictures and/or words to retell a story in the order it happened • Write a letter to a character in the story: asking a question, giving advice for solving the problem, telling about an important event in the story, etc. • Storyboard/graphic organizer of beginning, middle, and end of the story in pictures and/or words • Chart Paper Illustrations: After reading a story with students, divide them into five groups: characters, setting, beginning of the story, middle of the story, and end of the story. Each group is to illustrate what they have been assigned on chart paper. They may also add words to their illustrations. When each group is

ELA Kindergarten

			<p>finished, have them share their work with the rest of the class.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and visuals in the text to identify context clues Use context clues to figure out unknown words Identify simple literary devices Ask and answer questions about unknown words 	<ul style="list-style-type: none"> Student Authors and Illustrators Make a Book Word Wisdom Guess the Covered Word 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word ABC Brainstorming: provides you with information about what students have learned about a particular story or topic. Students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students' learning. Weekly and module assessments for <i>Into Reading</i>
RL.K.7	<ul style="list-style-type: none"> Identify story details Recognize what an illustration is (e.g., picture, photo, drawing, sketch) Describe information obtained from illustrations Describe the relationship between illustrations and the story in which they appear 	<ul style="list-style-type: none"> Picture Walk Careers in Our School Venn Diagrams or T-Chart Graphic Organizers Role Play 	<ul style="list-style-type: none"> Describe the Illustration: Select a book or section of a book that showcases imagery. Read the text to students without showing the illustrations. Instead, ask students to describe the visual images at various points of the text. Ask students what evidence from the text helped them to form an illustration in their head.

ELA Kindergarten

			<ul style="list-style-type: none"> Sequence Illustrations: After reading, open a book to show students an illustration, and ask them what is happening in that part of the story. Repeat by showing a few other illustrations and asking the same of the students. Ask students to identify whether the picture is from the beginning, middle, or end of the story. Review story sequence as needed. This will show student understanding of the relationship between the illustrations and the story. Choose a Description: Show students a picture. Read two different sentences. One of the sentences describes the picture and the other does not. Have students choose the sentence that best describes the picture. Weekly and module assessments for <i>Into Reading</i>
RL.K.9	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Compare and contrast the adventures and experiences of characters in familiar stories 		<ul style="list-style-type: none"> Compare the Elements of a Story: Have the students complete a Venn Diagram or T-chart to compare and contrast the adventures and experiences of characters in different stories. They may use pictures and words, or dictate as the class or small group completes the graphic organizer together. Compare Familiar Stories: Read two familiar stories to the students. After each book, ask who the story is about and what happens to the main character in the story. Then ask how the stories are similar and different.

ELA Kindergarten

			<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.10	<ul style="list-style-type: none"> Working with others in a group Listen intently to stories read aloud in class Demonstrate comprehension of grade-level, complex literary text Demonstrate comprehension of above grade-level, complex literary text with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Wide range of single concept books Paired Texts Author Study Million Dollar Words 	<ul style="list-style-type: none"> Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” Running Records Reading Conferences Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
RI.K.1	<ul style="list-style-type: none"> Make reasonable predictions. Ask and answer questions which begin with who, what, where, when why, and how. Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> Reciprocal Teaching: Predict, Clarify, Question, & Summarize I Wonder Questioning Strategy Interactive Read Aloud Guided Reading Shared Reading Ask and Answer Questions Reading the Research Comprehension Question Cube 3-2-1 Strategy Question-Answer Relationship 	<ul style="list-style-type: none"> Read a page of the text without sharing the illustrations. Have students draw what they heard and understood. Before reading an informational text, have students ask questions that they have about the topic. Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or what happened to the person in a biography.

ELA Kindergarten

		<ul style="list-style-type: none"> • K-W-L Strategy • Visual Imagery • Doodle Splash Retelling • Expository Text Fact Strip 	<ul style="list-style-type: none"> • Recall Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. • Write question starters on strips of paper. Put them into a container of your choice. Students pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students respond with answers. • Weekly and module assessments for <i>Into Reading</i>
	RI.K.2	<ul style="list-style-type: none"> • Identify and retell key details • Identify the main topic • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text. 	<ul style="list-style-type: none"> • Oral retelling of a text that has been heard or read • Written retelling of a text through pictures and/or words • Complete a graphic organizer that demonstrates understanding of the main topic and the supporting key details • Pocket Chart Sentences: Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. • Weekly and module assessments for <i>Into Reading</i>

<p>RI.K.3</p>	<ul style="list-style-type: none"> • With support, connect individuals and events • With prompting, describe main ideas in a text • Be able to identify an important piece of information in a text • Know what an event is • Link people and their ideas • Tell who is doing what in a text • Identify text features such as author and title • Recognize that informational texts have a structure 		<ul style="list-style-type: none"> • Write about the topic of an informational text using drawings/illustrations and labels to provide additional information • Provide a picture or illustration of the topic and have students label and caption the picture with information they have learned • Paper Bag Attributes: After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual/event/idea from the text, and prompt students to provide one or two unique attributes to record on that side of the bag. On the other side of the bag, write the name of another individual/event/idea from the text and prompt students to provide one or two unique attributes to record on the other side of the bag. Ask students for one or two attributes that the two individuals/events/ideas have in common and write those on a piece of paper or index card and put the card and/or an object that would represent something the two individuals have in common in the bag. • Timelines: While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the timeline. When completed, ask students to share a connection they notice about how different events and people affect
-------------------------------	--	--	---

ELA Kindergarten

			each other. • Weekly and module assessments for <i>Into Reading</i>
RI.K.4	<ul style="list-style-type: none"> • Read and reread other words, sentences, and non- linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> • What's It Mean? • Picture This! • Vocabulary Picture Cards • Interactive Read Aloud • Create an Informational Text Alphabet Book 	<ul style="list-style-type: none"> • Ask students to tell the meaning of an unknown word based on context clues • Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word • Weekly and module assessments for <i>Into Reading</i>
RI.K.7	<ul style="list-style-type: none"> • Identify the topic of a text • Identify details (e.g., person, place, thing, idea) in a text • Describe how information contained in illustrations contribute to the text • Describe the relationship between illustrations and the text in which they appear 	<ul style="list-style-type: none"> • Scavenger Hunt • Use the Picture • The Author Says • Questioning the Author • Venn Diagram 	<ul style="list-style-type: none"> • Describe and Predict: During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. • Illustration Purpose: Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? • Guess the Picture: Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture.

ELA Kindergarten

			<ul style="list-style-type: none"> Matching Illustrations. Put five pictures and five sentences in a pocket chart. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with support, if needed. Lastly, have students match the sentence with the correct picture. Weekly and module assessments for <i>Into Reading</i>
RI.K.8	<ul style="list-style-type: none"> Identify the author's key ideas/points Identify reasons/details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/details Identify the reasons an author gives to support points in a text 		<ul style="list-style-type: none"> Identify the Main Idea: After reading an informational text, develop the main idea with the students. Make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. Weekly and module assessments for <i>Into Reading</i>
RI.K.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic 		<ul style="list-style-type: none"> After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also

ELA Kindergarten

	similarities in and differences between two texts on the same topic		<p>consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor.</p> <ul style="list-style-type: none"> Read two texts on the same topic. Complete a T-chart listing the similarities and differences between the two topics. Give students procedures to simple tasks (e.g., making a sandwich) Compare it to a similar task and have students draw conclusions. For example, compare two simple recipes; What do you notice about the ingredients and where they are listed? What would happen if the ingredients were switched? Weekly and module assessments for <i>Into Reading</i>
RI.K.10	<ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Non-fiction Book Packets Class Developed Informational Books 3-2-1 Strategy 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
W.K.1	<ul style="list-style-type: none"> Identify a topic sentence or title of a book Draw a picture, retell, or write about the book State an opinion about a topic or book 	<ul style="list-style-type: none"> Key Events for Writing Write Aloud Community Writing Mentor/Focal Text Writer's Workshop Anchor Charts Grab Bag Guided Writing 	<ul style="list-style-type: none"> Rubrics for opinion writing Using pictures and words, tell about a book and express an opinion about the book Using pictures and words, tell about a topic and express an opinion about the topic Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

	W.K.2	<ul style="list-style-type: none">Choose a topic to write aboutDraw a picture, retell, or write about a topicProvide details about a topicOrganize ideas	<ul style="list-style-type: none">Turn and Talk for Writing	<ul style="list-style-type: none">Rubrics for informational writingUsing pictures and words, write about information learned from a text.Using pictures and words write about how two topics or ideas are alikeUsing pictures and words write about how two topics or ideas are differentWeekly and module assessments for <i>Into Reading</i>
	W.K.3	<ul style="list-style-type: none">Choose an event to write aboutDraw a picture, retell, or write about the eventOrganize events in sequenceDescribe their reaction to the event		<ul style="list-style-type: none">Rubrics for narrative writingComplete a story map to illustrate events of a story in the order they occurredUsing pictures and words write about an event including a reaction to the eventWeekly and module assessments for <i>Into Reading</i>
SL.K.1	<ul style="list-style-type: none">Know that there are rules when talking, such as not interrupting another person.When listening to someone, look at the person speaking.When listening to someone speak, respond to them about the topic being discussed.	<ul style="list-style-type: none">Using K-W-LsWhat's the Problem?Turn and TalkRepeated ReadingsClass Discussion around Informational TextAnchor ChartArt/VocabularySharing Time	<ul style="list-style-type: none">Note a student's ability to listen and take turns during class discussions.Note whether a student looks at the speaker while listening to themNote that a student's response is appropriate to the topic being discussedCreate a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill/behavior.	

ELA Kindergarten

	SL.K.2	<ul style="list-style-type: none"> • Understand the ideas presented in a text. • Listen to remember what is being said. • Understand that illustrations and words in a book convey messages. • Understand that there are messages in videos, TV shows, and pictures. • Recognize which details are key to the message. • Know there are places a person can go to ask for help understanding the message. • Know how to ask questions appropriate to the text or task. • Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> • Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. • Note a student's ability to orally respond to a question about a text that has been read • Note that the student's response is appropriate to the text, task, and discussion • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
	SL.K.3	<ul style="list-style-type: none"> • Have a basic understanding of what is being said. • Ask questions. • Answer questions. • Recognize that something is not understood. • Ask for more information. 		<ul style="list-style-type: none"> • Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. • Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. • Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill/behavior.

ELA Kindergarten

SL.K.4	<ul style="list-style-type: none">● Use descriptive words.● Understand what an event is.● Recognize that a place can be a building, city, space, or location.● Know and use positional words.● Know and use sensory words.	<ul style="list-style-type: none">● Guess What's in the Bag?● Role Play● Talking Beads● I Am Thinking of . . .● Author's Chair● Entrepreneurship . . . It's Elementary!● Language Arts, Imaging	<ul style="list-style-type: none">● Monitor to notice if details and descriptions are used in conversations and class discussions.● Ask students to describe a character or setting from a text, prompt for additional details● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.5	<ul style="list-style-type: none">● Choose a topic to speak about.● Use adjectives to describe the topic.● Draw a picture to show what is being said.● Use pictures/clip art/drawings to make posters that support what is being said.		<ul style="list-style-type: none">● Allow students to use drama/role play or puppets to add more detail after a read aloud.● Read a sentence, poem, or short story to students and ask them to illustrate what they heard.
SL.K.6	<ul style="list-style-type: none">● Talk to the audience.● Speak loudly without yelling.● Plan what to say.● Use words like happy/unhappy, like/dislike to express feelings.● Choose one or two ideas to talk about.● Stay on the chosen topic.		<ul style="list-style-type: none">● Note a student's ability to speak clearly with appropriate volume for the audience and situation● Note a student's ability to express thoughts and feelings clearly with limited extraneous information.● Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.

ELA Kindergarten

L.K.1	<ul style="list-style-type: none"> • Recognize upper- and lowercase letters. • Correctly form upper- and lowercase letters. • Know that nouns are words that name people, places, things, and ideas. • Know that verbs describe actions. • Know that many singular nouns become plural by adding -s or -es. • For questions using <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>. • Know that the position of objects can be described using words like <i>to</i>, <i>from</i>, <i>in</i>, <i>on</i>, <i>etc.</i> • Know how to speak in complete sentences. • Know that a sentence can be expanded by adding adjectives (e.g., color words) and prepositional phrases (e.g., in the room). 	<ul style="list-style-type: none"> • Interactive Writing • Chart Targets • Mentor/Focal Text • Fine Motor Letter Formation • Write the Room • Word Wall • Fishing for Plurals • Snake Stories • Where is the Bean Bag? • Word Building 	<ul style="list-style-type: none"> • Using a shared sentence or text, have students identify words that name a person, place, thing, or idea. Make a chart showing the identified nouns. • Using the chart above, have students identify the plural form of the noun by adding -s or -es. • Using a shared sentence or text, have students identify action words • Weekly and module assessments for <i>Into Reading</i>
L.K.2	<ul style="list-style-type: none"> • Use phonetic spelling when writing. • Name the period, question mark, and exclamation point. • Know when to use a period, question mark, or exclamation point in writing. • Know and write a sentence. • Know that a sentence begins with a capital letter. • Know that a sentence needs ending punctuation. • Understand the relationship between a letter and the sound it makes. • Retrieve the appropriate letter when a sound is identified. • Form the appropriate letter to represent the sound(s) heard. 		<ul style="list-style-type: none"> • In whole or small group, compose sentences with the students. Have students identify the appropriate ending punctuation for the sentence and explain why. • Note student use of letter-sound correspondence to spell simple words phonetically. • Note the student's ability to write a letter or letters for most consonant and short-vowel phonemes. • Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

	L.K.4	<ul style="list-style-type: none"> Recognize that a word is unknown. Know many common and familiar words. Know that some words have other meanings. Use context clues and/or pictures to help determine a new meaning for a known word. Know that parts can be added to a word to change its meaning. Use familiar and new meaning words correctly. 	<ul style="list-style-type: none"> List-Group-Label Word Sorts Concept Books Guess What? A Bear of a Poem: Composing and Performing Found Poetry Wordle 	<ul style="list-style-type: none"> Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). Complete a web placing a frequently occurring prefix or suffix in the center. Have students write words around the center that use the prefix or suffix. Students could brainstorm the words or look for them in a text. Weekly and module assessments for <i>Into Reading</i>
	L.K.5	<ul style="list-style-type: none"> Group objects by colors, sizes, and shapes. Sort given objects into groups. Sort pictures into categories and label the categories. Understand what an opposite is. Distinguish written messages. Know and use basic verbs. 		<ul style="list-style-type: none"> Have students group pictures, words, or objects by color, size, shape, or any other attribute Have students label the groups that pictures, words, or objects have been sorted into Provide a list of known words or pictures and have students write or draw their opposite Weekly and module assessments for <i>Into Reading</i>
	RF.K.2	<ul style="list-style-type: none"> Sound recognition Word endings Sameness/difference of sounds Repetition Isolating the sounds at the end of the word Reproducing sounds Sequence of sounds Blending sounds, blending sounds to form words 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonological Awareness Word Play Rhyming Concentration/Memory Game Rhyming Games Picture Sorts Elkonin/Sound Boxes Picture Lotto Growing Readers and Writers with the Help of Mother Goose 	<ul style="list-style-type: none"> Provide pictures of one syllable items and have students sort them in to long and short vowel categories Have students sort pictures or words according to their initial, medial vowel, or final phonemes in CVC words Use Elkonin/Sound boxes to segment a variety of words into their sequence of sounds Using letter cards, magnetic letters, or

ELA Kindergarten

	<ul style="list-style-type: none"> • Segmenting sounds • Hearing onsets • Hearing rimes • Determining syllables in words • Hear beginning and final sounds in three phoneme words • HEar and pronounce the medial vowel sound in three phoneme words • Identify individual sounds • Break words into their sounds • Recognize the order of sounds and add sounds to make new words • Put different sounds together quickly 		<p>white boards, have students build words. Ask child to change one letter to build a new word</p> <ul style="list-style-type: none"> • Weekly and module assessments for <i>Into Reading</i>
RF.K.3	<ul style="list-style-type: none"> • Produce sound(s) that correspond to a given letter • Track across a word and produce the corresponding sounds • Know the difference between vowels and consonants • Understand that vowels have long sounds • Understand that vowels have short sounds • Hear and distinguish the differences between long and short vowel sounds • Know a word to automaticity and recall it on sight • Read high frequency words in text • Hear the differences in words that sound alike (e.g., van/ban, pen/pin, Pam/pan) • Recall the sounds of two words and identify the differences in the words 	<ul style="list-style-type: none"> • Systematic and Explicit Instruction of Phonics • Decodable Texts • Blending Techniques • Words in Context • Dictation • Sound/Spelling Cards and Sound Wall • Elkonin Boxes • Morning Message • Word Building • Magnetic Letters • Name/Word Puzzles 	<ul style="list-style-type: none"> • Elkonin/Letter boxes: the student will slide a finger under the boxes when articulating the word. Student will write the letters heard, and the teacher supports by adding the silent and hard to hear letters. • Tell students that you will say three words and they will identify the one that has a different vowel sound. Repeat with two or three sets of words. • Assess students known high frequency words using a Dolche, Fry, or similar list • Word Families Sort: Have students sort words according to the family it belongs in. Student reads the word before sorting it into a category. • Weekly and module assessments for <i>Into Reading</i>
RF.K.4	<ul style="list-style-type: none"> • Understand and use concepts of print 	<ul style="list-style-type: none"> • Listen Again 	<ul style="list-style-type: none"> • Running Records

ELA Kindergarten

		and book handling skills <ul style="list-style-type: none"> • Know that text has meaning and an author's message • Use predictable patterns to read text • Know and use a corpus of words to make meaning of text • Master high frequency words with automaticity • Know how punctuation works to help comprehension 	<ul style="list-style-type: none"> • The Author Said • Shared Reading • Performance Reading • Choral Reading 	<ul style="list-style-type: none"> • Reading Conferences • Comprehension Conversations after listening to a student successfully read a grade level text • Weekly and module assessments for <i>Into Reading</i>
--	--	---	--	---

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 4.

* Indicates priority instructional content for Kindergarten.

Grading Period 3		Module 5 Week 3	Module 5 Week 4	Module 6 Week 1	Module 6 Week 2	Module 6 Week 3	Module 6 Week 4	Module 7 Week 1	Module 7 Week 2	Module 7 Week 3
Reading	Focus Standards	RL.K.1* RL.K.3 RL.K.4* RL.K.10* RI.K.1* RI.K.3 RI.K.4* RI.K.10*	RL.K.1* RL.K.3 RL.K.4* RL.K.10* RI.K.1* RI.K.3 RI.K.4* RI.K.10*	RL.K.2 RL.K.4* RL.K.7 RL.K.10* RI.K.2 RI.K.4* RI.K.7 RI.K.10*	RL.K.2 RL.K.4* RL.K.7 RL.K.10* RI.K.2 RI.K.4* RI.K.7 RI.K.8 RI.K.10*	RL.K.2 RL.K.4* RL.K.7 RL.K.10* RI.K.2 RI.K.4* RI.K.7 RI.K.10*	RL.K.1* RL.K.4* RL.K.7 RL.K.10* RI.K.1* RI.K.4* RI.K.7 RI.K.10*	RL.K.1* RL.K.3 RL.K.7 RL.K.10* RI.K.1* RI.K.3 RI.K.7 RI.K.10*	RL.K.1* RL.K.3 RL.K.7 RL.K.10* RI.K.1* RI.K.3 RI.K.7 RI.K.10*	RL.K.3 RL.K.7 RL.K.9 RL.K.10* RI.K.3 RI.K.7 RI.K.9* RI.K.10*
	Supporting Standards	RL.K.2 RL.K.6 RL.K.9 RI.K.2 RI.K.6 RI.K.9*	RL.K.2 RL.K.6 RL.K.9 RI.K.2 RI.K.6 RI.K.9*	RL.K.1* RL.K.3 RL.K.6 RI.K.1* RI.K.3 RI.K.6	RL.K.1* RL.K.3 RL.K.6 RI.K.1* RI.K.3 RI.K.6	RL.K.1* RL.K.3 RL.K.6 RI.K.1* RI.K.3 RI.K.6	RL.K.2 RL.K.3 RL.K.6 RI.K.2 RI.K.3 RI.K.6	RL.K.2 RL.K.4* RI.K.2 RI.K.4*	RL.K.2 RL.K.4* RI.K.2 RI.K.4*	RL.K.1* RL.K.2 RL.K.4* RI.K.1* RI.K.2 RI.K.4*
Writing	Focus Standards	W.K.3	W.K.3	W.K.2	W.K.2	W.K.2 W.K.1	W.K.2	W.K.3	W.K.3	W.K.3 W.K.1
	Supporting Standards	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6
Speaking and Listening	Focus Standards	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6
	Supporting Standards									

ELA Kindergarten

Language	Focus Standards	L.K.1 c, d, f L.K.2 c, d L.K.4* a L.K.5* c	L.K.1 c, d, f L.K.2 c, d L.K.4* a L.K.5* c	L.K.1 e L.K.2 c, d L.K.5* c	L.K.1 d, e, f L.K.2 c, d L.K.4* b L.K.5* c	L.K.1 d, e L.K.2 c, d L.K.4* b L.K.5* c	L.K.1 d, f L.K.2 c, d L.K.4* b L.K.5* c	L.K.1 d, e L.K.2 d L.K.5* c, d	L.K.1 d, e L.K.2 d L.K.5* c, d	L.K.1 d, e L.K.2 d L.K.5* c, d
	Supporting Standards	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b L.K.2 a, b L.K.6*	L.K.1 a, b, c L.K.2 a, b L.K.6*	L.K.1 a, b, c L.K.2 a, b L.K.6*	L.K.1 a, b, c L.K.2 a, b L.K.6*	L.K.1a, b, c, f L.K.2 a, b L.K.6*	L.K.1a, b, c, f L.K.2 a, b L.K.6*	L.K.1a, b, c, f L.K.2 a, b L.K.6*
Fundations		Unit 3 Week 2	Unit 3 Week 3	Unit 3 Week 4	Unit 3 Week 5	Unit 3 Week 6	Unit 4 Week 1	Unit 4 Week 2	Unit 4 Week 3	Unit 4 Week 4
Foundational Skills	Focus Standards	RF.K.2 d RF.K.3 a,b,c	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c	RF.K.2 d RF.K.3 a,b,c	RF.K.2 d RF.K.3 a,b,c	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d
	Supporting Standards	RF.K.1 d RF.K.4*	RF.K.1 d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1 a,b,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*

Grading Period 4
Reading
Literature

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

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 - (Not applicable to literature)

RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

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

RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 - Actively engage in group reading activities with purpose and understanding.

Writing

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader about a topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

Speaking and Listening

SL.K.1 - Participate in collaborative conversations about *kindergarten topics and texts* with diverse partners in small and larger groups.

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

SL.K.2 - Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

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

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

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

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

Foundational Skills

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

- a. Follow words from left to right, top to bottom, and page by page.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

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

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

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

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

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

9 weeks

Grading Period 4	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for the corresponding strand.</small>	Strategies/Activities <small>*Adapted from ODE Model Curriculum: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	RL.K.1	<ul style="list-style-type: none"> Listen for information Make reasonable predictions Use information from the text and background knowledge to make inferences Ask and answer questions which begin with who, what, where, when why, and how Ask and answer questions about key details in a text 	<ul style="list-style-type: none"> Five Finger Retell Glove Drama - Reader's Theater, Puppetry, Dramatic Play Reciprocal Teaching: Predict, Clarify, Question, & Summarize Story Sequence Think Alouds Visualization Graphic Organizers Wonder Wheel Student Annotation of Literary Text Evidence-Elaboration Organizer Story Maps Retelling Box 	<ul style="list-style-type: none"> Read a page of the story without sharing the illustrations. Have students draw what they heard and understood. Before reading a story, have students ask questions that they have about the text. Have students draw or write what they predict will happen in the story, what will happen if ..., what will happen next, or how they feel the characters may solve the problem in the story. Write question starters on strips of paper. Put them into a container of your choice. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students will respond with answers. Key Details Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. Weekly and module assessments for <i>Into Reading</i>
	RL.K.2	<ul style="list-style-type: none"> Recognize key details in a story Recount/retell (or graphically represent) key details from literary texts Retell familiar stories, including key details 		<ul style="list-style-type: none"> Oral retelling of a story that has been heard or read. Use a rubric to analyze the retelling for main ideas, supporting details, sequence of events, characters, setting, plot, problem/solution

ELA Kindergarten

				<ul style="list-style-type: none"> • Written retelling of a story through pictures and/or words on a graphic organizer (e.g., paper divided into 4 squares for the beginning, middle events, and end of the story). • Retelling the story by acting it out • Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text. • Weekly and module assessments for <i>Into Reading</i>
	RL.K.3	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the beginning, middle and end of a story or play • Identify the characters in a story or play • Identify the setting of a story or play • Identify the problem and solution of a story 		<ul style="list-style-type: none"> • Sequencing pictures and/or words to retell a story in the order it happened • Have students write a letter to a character in the story: asking a question, giving advice for solving the problem, telling about an important event in the story, etc. • Storyboard/graphic organizer of beginning, middle, and end of the story in pictures and/or words • Chart Paper Illustrations: After reading a story with students, divide them into five groups: characters, setting, beginning of the story, middle of the story, and end of the story. Each group is to illustrate what they have been assigned on chart paper. They may also add words to their

ELA Kindergarten

			<p>illustrations. When each group is finished, have them share their work with the rest of the class.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and visuals in the text to identify context clues Use context clues to figure out unknown words Identify simple literary devices Ask and answer questions about unknown words 	<ul style="list-style-type: none"> Student Authors and Illustrators Make a Book Word Wisdom Guess the Covered Word 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word ABC Brainstorming: Using the ABC brainstorming strategy with students midway through a unit provides you with information about what students have learned about a particular story or topic. Students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students' learning. Weekly and module assessments for <i>Into Reading</i>
RL.K.7	<ul style="list-style-type: none"> Identify story details Recognize what an illustration is (e.g., picture, photo, drawing, sketch) Describe information obtained from illustrations Describe the relationship between 	<ul style="list-style-type: none"> Picture Walk Careers in our School Venn Diagrams or T-Chart Graphic Organizers Role Play 	<ul style="list-style-type: none"> Describe the Illustration: Select a book or section of a book that showcases imagery. Read the text to students without showing the illustrations. Instead, ask students to describe the visual images at various points of the

ELA Kindergarten

		illustrations and the story in which they appear		<p>text. Ask students what evidence from the text helped them to form an illustration in their head.</p> <ul style="list-style-type: none"> Sequence Illustrations: After reading, open a book to show students an illustration, and ask them what is happening in that part of the story. Repeat by showing a few other illustrations and asking the same of the students. Ask students to identify whether the picture is from the beginning, middle, or end of the story. Review story sequence as needed. This will show student understanding of the relationship between the illustrations and the story. Choose a Description: Show students a picture. Read two different sentences. One of the sentences describes the picture and the other does not. Have students choose the sentence that best describes the picture. Weekly and module assessments for <i>Into Reading</i>
	RL.K.9	<ul style="list-style-type: none"> Identify the characters within and between texts Identify the plots (including adventures and experiences) within and between texts Know that compare means looking for things that are alike or the same. Know that contrast means looking for differences Compare and contrast the adventures and experiences of characters in familiar 		<ul style="list-style-type: none"> Compare the Elements of a Story: Have the students complete a Venn Diagram or T-chart to compare and contrast the adventures and experiences of characters in different stories. They may use pictures and words, or dictate as the class or small group completes the graphic organizer together. Compare Familiar Stories: Read two familiar stories to the students. After each book, ask who the story is about

ELA Kindergarten

	stories		<p>and what happens to the main character in the story. Then ask how the stories are similar and different.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RL.K.10	<ul style="list-style-type: none"> Working with others in a group Listen intently to stories read aloud in class Demonstrate comprehension of grade-level, complex literary text Demonstrate comprehension of above grade-level, complex literary text with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Wide range of single concept books Paired Texts Author Study Million Dollar Words 	<ul style="list-style-type: none"> Three Things: The three things strategy involves giving each student a piece of paper and having them visually represent, through words or drawings, three things they have learned from the text. Tell students to provide details as to why the three things chosen were important to the student. Have students share with a partner. By talking through their ideas, students may come up with more details to add. Give students a couple minutes to add or make changes to their “three things.” Running Records Reading Conferences Have students share text-to-self, text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
RI.K.1	<ul style="list-style-type: none"> Make reasonable predictions. Ask and answer questions which begin with who, what, where, when why, and how. Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> Reciprocal Teaching: Predict, Clarify, Question, & Summarize I Wonder Questioning Strategy Interactive Read Aloud Guided Reading Shared Reading Ask and Answer Questions Reading the Research 	<ul style="list-style-type: none"> Read a page of the text without sharing the illustrations. Have students draw what they heard and understood. Before reading an informational text, have students ask questions that they have about the topic. Have students draw or write what they predict will happen in the story, what

ELA Kindergarten

		<ul style="list-style-type: none"> • Comprehension Question Cube • 3-2-1 Strategy • Question-Answer Relationship • K-W-L Strategy • Visual Imagery • Doodle Splash Retelling • Expository Text Fact Strip 	<p>will happen if ..., what will happen next, or what happened to the person in a biography.</p> <ul style="list-style-type: none"> • Recall Checklist: Create a checklist of the key details a student should be able to recall from the text. Make checks for recalling successfully. • Write question starters on strips of paper. Put them into a container of your choice. Students will pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from a variety of DOK levels. Students will respond with answers. • Weekly and module assessments for <i>Into Reading</i>
	RI.K.2 <ul style="list-style-type: none"> • Identify and retell key details • Identify the main topic • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text. 		<ul style="list-style-type: none"> • Oral retelling of a text that has been heard or read • Written retelling of a text through pictures and/or words • Complete a graphic organizer that demonstrates understanding of the main topic and the supporting key details • Pocket Chart Sentences: Write the main topic and key details from a text on sentence strips. After reading the text, read the strips to students and have them identify which is the main topic and which are key details. These can be put in a pocket chart, arranged in sequential order and used for the teacher and the students to retell the story several times during the study of this text.

<div></div> <div>RI.K.3</div>			<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
	<ul style="list-style-type: none"> With support, connect individuals and events With prompting, describe main ideas in a text Be able to identify an important piece of information in a text Know what an event is Link people and their ideas Tell who is doing what in a text Identify text features such as author and title Recognize that informational texts have a structure 		<ul style="list-style-type: none"> Write about the topic of an informational text using drawings/illustrations and labels to provide additional information Provide a picture or illustration of the topic and have students label and caption the picture with information they have learned Paper Bag Attributes: After reading and discussing individuals in a text, find a large paper grocery bag. On one side of the bag, write the name of an individual/event/idea from the text, and prompt students to provide one or two unique attributes to record on that side of the bag. On the other side of the bag, write the name of another individual/event/ idea from the text and prompt students to provide one or two unique attributes to record on the other side of the bag. Ask students for one or two attributes that the two individuals/events/ideas have in common and write those on a piece of paper or index card and put the card and/or an object that would represent something the two individuals have in common in the bag. Timelines: While reading a nonfiction text, create a timeline of events with the students. While reading the text with students, stop periodically to ask if information could be added to the

ELA Kindergarten

			<p>timeline. When completed, ask students to share a connection they notice about how different events and people affect each other.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RI.K.4	<ul style="list-style-type: none"> Read and reread other words, sentences, and non- linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> What's It Mean? Picture This! Vocabulary Picture Cards Interactive Read Aloud Create an Informational Text Alphabet Book 	<ul style="list-style-type: none"> Ask students to tell the meaning of an unknown word based on context clues Guess the Covered Word: Using a shared sentence from the book, cover a word and have students circle the context clues that help them determine the meaning of the word Weekly and module assessments for <i>Into Reading</i>
RI.K.7	<ul style="list-style-type: none"> Identify the topic of a text Identify details (e.g., person, place, thing, idea) in a text Describe how information contained in illustrations contribute to the text Describe the relationship between illustrations and the text in which they appear 	<ul style="list-style-type: none"> Scavenger Hunt Use the Picture The Author Says Questioning the Author Venn Diagram 	<ul style="list-style-type: none"> Describe and Predict: During reading, stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. Illustration Purpose: Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? Guess the Picture: Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read

ELA Kindergarten

				<p>both sentences with your assistance if needed. Then ask students to describe which sentence goes with the picture.</p> <ul style="list-style-type: none"> ● Matching Illustrations. Put five pictures and five sentences in a pocket chart. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with support, if needed. Lastly, have students match the sentence with the correct picture. ● Weekly and module assessments for <i>Into Reading</i>
	RI.K.8	<ul style="list-style-type: none"> ● Identify the author's key ideas/points ● Identify reasons/details that support the author's key ideas/points ● Differentiate between relevant and irrelevant reasons/details ● Identify the reasons an author gives to support points in a text 		<ul style="list-style-type: none"> ● Identify the Main Idea: After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. ● Illustrate the Main Idea: After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text. Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea. ● Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

RI.K.9	<ul style="list-style-type: none"> Identify basic similarities between two texts on the same topic Identify basic differences between two texts on the same topic Identify or graphically represent basic similarities in and differences between two texts on the same topic 		<ul style="list-style-type: none"> After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. Read two texts on the same topic. Complete a T-chart listing the similarities and differences between the two topics. Give students procedures to simple tasks (e.g., making a sandwich) Compare it to a similar task and have students draw conclusions. For example, compare two simple recipes; What do you notice about the ingredients and where they are listed? What would happen if the ingredients were switched? Weekly and module assessments for <i>Into Reading</i>
RI.K.10	<ul style="list-style-type: none"> Demonstrate comprehension of grade-level literary nonfiction Demonstrate comprehension of above grade-level literary nonfiction with scaffolding Identify/evaluate text complexity 	<ul style="list-style-type: none"> Non-fiction Book Packets Class Developed Informational Books 3-2-1 Strategy 	<ul style="list-style-type: none"> Running Records Reading Conferences Have students share text-to-text, or text-to-world connections verbally or with words and pictures Weekly and module assessments for <i>Into Reading</i>
W.K.1	<ul style="list-style-type: none"> Identify a topic sentence or title of a book Draw a picture, retell, or write about the book 	<ul style="list-style-type: none"> Key Events for Writing Write Aloud Community Writing Mentor/Focal Text 	<ul style="list-style-type: none"> Rubrics for opinion writing Using pictures and words, tell about a book and express an opinion about the book

ELA Kindergarten

	<ul style="list-style-type: none"> State an opinion about a topic or book 	<ul style="list-style-type: none"> Writer's Workshop Anchor Charts Grab Bag Guided Writing Turn and Talk for Writing 	<ul style="list-style-type: none"> Using pictures and words, tell about a topic and express an opinion about the topic Weekly and module assessments for <i>Into Reading</i>
W.K.2	<ul style="list-style-type: none"> Choose a topic to write about Draw a picture, retell, or write about a topic Provide details about a topic Organize ideas 		<ul style="list-style-type: none"> Rubrics for informational writing Using pictures and words, write about information learned from a text. Using pictures and words write about how two topics or ideas are alike Using pictures and words write about how two topics or ideas are different Weekly and module assessments for <i>Into Reading</i>
W.K.3	<ul style="list-style-type: none"> Choose an event to write about Draw a picture, retell, or write about the event Organize events in sequence Describe their reaction to the event 		<ul style="list-style-type: none"> Rubrics for narrative writing Complete a story map to illustrate events of a story in the order they occurred Using pictures and words write about an event including a reaction to the event Weekly and module assessments for <i>Into Reading</i>
W.K.7	<ul style="list-style-type: none"> Participates in shared research and writing projects. Know that an opinion is not a fact. Know how to copy a title. Know how to copy an author's name. 	<ul style="list-style-type: none"> Shared Writing/ ABC Classroom Book Topic and Graphic Organizer Read and Discuss Mural/ Shared Research K-W-L Chart Inquiry Charts (I-Charts) Wonder Center 	<ul style="list-style-type: none"> Create a Shared Writing project with the class. Students can write/draw what they think the next sentence might be on strips of paper or whiteboards in pairs or individually. Weekly and module assessments for <i>Into Reading</i>
W.K.8	<ul style="list-style-type: none"> Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. 	<ul style="list-style-type: none"> 3-2-1 Strategy Self-Organized Learning Environments (SOLE) 	<ul style="list-style-type: none"> While reading a text, pause to let the students draw or write one important thing they learned. After the reading,

	<ul style="list-style-type: none"> Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing. 		<p>students can use their “notes” (drawings and writing) to tell about the text and topic they are learning about.</p> <ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
SL.K.1	<ul style="list-style-type: none"> Know that there are rules when talking, such as not interrupting another person. When listening to someone, look at the person speaking. When listening to someone speak, respond to them about the topic being discussed. 	<ul style="list-style-type: none"> Using K-W-Ls What’s the Problem? Turn and Talk Repeated Readings Class Discussion around Informational Text Anchor Chart Art/Vocabulary Sharing Time 	<ul style="list-style-type: none"> Note a student’s ability to listen and take turns during class discussions. Note whether a student looks at the speaker while listening to them Note that a student’s response is appropriate to the topic being discussed Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.2	<ul style="list-style-type: none"> Understand the ideas presented in a text. Listen to remember what is being said. Understand that illustrations and words in a book convey messages. Understand that there are messages in videos, TV shows, and pictures. Recognize which details are key to the message. Know there are places a person can go to ask for help understanding the message. Know how to ask questions appropriate to the text or task. Answer questions to demonstrate understanding. 		<ul style="list-style-type: none"> Monitor class discussions and note when students ask questions to clarify a part of the text that is unclear. Note a student’s ability to orally respond to a question about a text that has been read Note that the student’s response is appropriate to the text, task, and discussion Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.

ELA Kindergarten

SL.K.3	<ul style="list-style-type: none"> • Have a basic understanding of what is being said. • Ask questions. • Answer questions. • Recognize that something is not understood. • Ask for more information. 		<ul style="list-style-type: none"> • Monitor to notice if students use a signal (e.g., raised hand) to receive assistance when clarification or support is needed. • Pick up an object and make a statement or ask a question about it. Have students decide if it was a statement or question. • Pair students and provide them with an object. Students take turns asking a question about the item and answering the question with a statement about the item. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.4	<ul style="list-style-type: none"> • Use descriptive words. • Understand what an event is. • Recognize that a place can be a building, city, space, or location. • Know and use positional words. • Know and use sensory words. 	<ul style="list-style-type: none"> • Guess What's in the Bag? • Role Play • Talking Beads • I Am Thinking of . . . • Author's Chair 	<ul style="list-style-type: none"> • Monitor to notice if details and descriptions are used in conversations and class discussions. • Ask students to describe a character or setting from a text, prompt for additional details • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
SL.K.5	<ul style="list-style-type: none"> • Choose a topic to speak about. • Use adjectives to describe the topic. • Draw a picture to show what is being said. • Use pictures, clip art, or drawings to make posters that support what is being said. 	<ul style="list-style-type: none"> • Entrepreneurship . . . It's Elementary! Language Arts, Imaging 	<ul style="list-style-type: none"> • Allow students to use drama/role play or puppets to add more detail after a read aloud. • Read a sentence, poem, or short story to students and ask them to illustrate what they heard.

SL.K.6	<ul style="list-style-type: none"> • Talk to the audience. • Speak loudly without yelling. • Plan what to say. • Use words like happy/unhappy, like/dislike to express feelings. • Choose one or two ideas to talk about. • Stay on the chosen topic. 		<ul style="list-style-type: none"> • Note a student's ability to speak clearly with appropriate volume for the audience and situation • Note a student's ability to express thoughts and feelings clearly with limited extraneous information. • Create a checklist of speaking and listening skills and behaviors students should demonstrate. Make a check if the student demonstrates the skill or behavior.
L.K.1	<ul style="list-style-type: none"> • Recognize upper- and lowercase letters. • Correctly form upper- and lowercase letters. • Know that nouns are words that name people, places, things, and ideas. • Know that verbs describe actions. • Know that many singular nouns become plural by adding -s or -es. • For questions using <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>. • Know that the position of objects can be described using words like <i>to</i>, <i>from</i>, <i>in</i>, <i>on</i>, <i>etc.</i> • Know how to speak in complete sentences. • Know that a sentence can be expanded by adding adjectives (e.g., color words) and prepositional phrases (e.g., in the room). 	<ul style="list-style-type: none"> • Interactive Writing • Chart Targets • Mentor/Focal Text • Fine Motor Letter Formation • Write the Room • Word Wall • Fishing for Plurals • Snake Stories • Where is the Bean Bag? • Word Building 	<ul style="list-style-type: none"> • Using a shared sentence or text, have students identify words that name a person, place, thing, or idea. Make a chart showing the identified nouns. • Using the chart above, have students identify the plural form of the noun by adding -s or -es. • Using a shared sentence or text, have students identify action words • Weekly and module assessments for <i>Into Reading</i>
L.K.2	<ul style="list-style-type: none"> • Use phonetic spelling when writing. • Name the period, question mark, and 		<ul style="list-style-type: none"> • In whole or small group, compose sentences with the students. Have

	<p>exclamation point.</p> <ul style="list-style-type: none"> Know when to use a period, question mark, or exclamation point in writing. Know and write a sentence. Know that a sentence begins with a capital letter. Know that a sentence needs ending punctuation. Understand the relationship between a letter and the sound it makes. Retrieve the appropriate letter when a sound is identified. Form the appropriate letter to represent the sound(s) heard. 		<p>students identify the appropriate ending punctuation for the sentence and explain why.</p> <ul style="list-style-type: none"> Note student use of letter-sound correspondence to spell simple words phonetically. Note the student's ability to write a letter or letters for most consonant and short-vowel phonemes. Weekly and module assessments for <i>Into Reading</i>
L.K.4	<ul style="list-style-type: none"> Recognize that a word is unknown. Know many common and familiar words. Know that some words have other meanings. Use context clues and/or pictures to help determine a new meaning for a known word. Know that parts can be added to a word to change its meaning. Use familiar and new meaning words correctly. 	<ul style="list-style-type: none"> List-Group-Label Word Sorts Concept Books Guess What? A Bear of a Poem: Composing and Performing Found Poetry Wordle 	<ul style="list-style-type: none"> Have students illustrate multiple meanings for familiar words (e.g., a duck as a bird, and the verb to duck). Complete a web placing a frequently occurring prefix or suffix in the center. Have students write words around the center that use the prefix or suffix. Students could brainstorm the words or look for them in a text. Weekly and module assessments for <i>Into Reading</i>
L.K.5	<ul style="list-style-type: none"> Group objects by colors, sizes, and shapes. Sort given objects into groups. Sort pictures into categories and label the categories. Understand what an opposite is. Distinguish written messages. Know and use basic verbs. 		<ul style="list-style-type: none"> Have students group pictures, words, or objects by color, size, shape, or any other attribute Have students label the groups that pictures, words, or objects have been sorted into Provide a list of known words or pictures and have students write or draw their opposite

			<ul style="list-style-type: none"> Weekly and module assessments for <i>Into Reading</i>
RF.K.2	<ul style="list-style-type: none"> Sound recognition Word endings Sameness/difference of sounds Repetition Isolating the sounds at the end of the word Reproducing sounds Sequence of sounds Blending sounds, blending sounds to form words Segmenting sounds Hearing onsets Hearing rimes Determining syllables in words Hear beginning and final sounds in three phoneme words HEar and pronounce the medial vowel sound in three phoneme words Identify individual sounds Break words into their sounds Recognize the order of sounds and add sounds to make new words Put different sounds together quickly 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonological Awareness Word Play Rhyming Concentration/Memory Game Rhyming Games Picture Sorts Elkonin/Sound Boxes Picture Lotto Growing Readers and Writers with the Help of Mother Goose 	<ul style="list-style-type: none"> Provide pictures of one syllable items and have students sort them in to long and short vowel categories Have students sort pictures or words according to their initial, medial vowel, or final phonemes in CVC words Use Elkonin/Sound boxes to segment a variety of words into their sequence of sounds Using letter cards, magnetic letters, or white boards, have students build words. Ask child to change one letter to build a new word Weekly and module assessments for <i>Into Reading</i>
RF.K.3	<ul style="list-style-type: none"> Produce sound(s) that correspond to a given letter Track across a word and produce the corresponding sounds Know the difference between vowels and consonants Understand that vowels have long 	<ul style="list-style-type: none"> Systematic and Explicit Instruction of Phonics Decodable Texts Blending Techniques Words in Context Dictation Sound/Spelling Cards and Sound Wall 	<ul style="list-style-type: none"> Elkonin/Letter boxes: the student will slide a finger under the boxes when articulating the word. Student will write the letters heard, and the teacher supports by adding the silent and hard to hear letters. Tell students that you will say three

ELA Kindergarten

		sounds <ul style="list-style-type: none"> • Understand that vowels have short sounds • Hear and distinguish the differences between long and short vowel sounds • Know a word to automaticity and recall it on sight • Read high frequency words in text • Hear the differences in words that sound alike (e.g., van/ban, pen/pin, Pam/pan) • Recall the sounds of two words and identify the differences in the words 	<ul style="list-style-type: none"> • Elkonin Boxes • Morning Message • Word Building • Magnetic Letters • Name/Word Puzzles 	words and they will identify the one that has a different vowel sound. Repeat with two or three sets of words. <ul style="list-style-type: none"> • Assess students known high frequency words using a Dolche, Fry, or similar list • Word Families Sort: Have students sort words according to the family it belongs in. Student reads the word before sorting it into a category. • Weekly and module assessments for <i>Into Reading</i>
	R.F.K.4	<ul style="list-style-type: none"> • Understand and use concepts of print and book handling skills • Know that text has meaning and an author's message • Use predictable patterns to read text • Know and use a corpus of words to make meaning of text • Master high frequency words with automaticity • Know how punctuation works to help comprehension 	<ul style="list-style-type: none"> • Listen Again • The Author Said • Shared Reading • Performance Reading • Choral Reading 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Comprehension Conversations after listening to a student successfully read a grade level text • Weekly and module assessments for <i>Into Reading</i>

ELA Kindergarten

*Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 4.

* Indicates priority instructional content for Kindergarten.

Grading Period 4		Module 7 Week 4	Module 8 Week 1	Module 8 Week 2	Module 8 Week 3	Module 8 Week 4	Module 9 Week 1	Module 9 Week 2	Module 9 Week 3	Module 9 Week 4
Reading	Focus Standards	RL.K.3 RL.K.4* RL.K.9 RL.K.10* RI.K.3 RI.K.4* RI.K.9* RI.K.10*	RL.K.2 RL.K.3 RL.K.10* RI.K.2 RI.K.3 RI.K.8 RI.K.10*	RL.K.3 RL.K.9 RL.K.10* RI.K.3 RI.K.8 RI.K.9* RI.K.10*	RL.K.3 RL.K.4* RL.K.9 RL.K.10* RI.K.3 RI.K.4* RI.K.9* RI.K.10*	RL.K.1* RL.K.2 RL.K.9 RL.K.10* RI.K.1* RI.K.2 RI.K.9* RI.K.10*	RL.K.1* RL.K.2 RL.K.4* RL.K.10* RI.K.1* RI.K.2 RI.K.4* RI.K.10*	RL.K.3 RL.K.7 RL.K.9 RL.K.10* RI.K.3 RI.K.7 RI.K.9* RI.K.10*	RL.K.3 RL.K.7 RL.K.9 RL.K.10* RI.K.3 RI.K.7 RI.K.9* RI.K.10*	RL.K.3 RL.K.7 RL.K.9 RL.K.10* RI.K.3 RI.K.7 RI.K.8 RI.K.9* RI.K.10*
	Supporting Standards	RL.K.1* RL.K.2 RL.K.7 RI.K.1* RI.K.2 RI.K.7	RL.K.4* RL.K.6 RL.K.7 RI.K.4* RI.K.6 RI.K.7	RL.K.4* RL.K.6 RL.K.7 RI.K.4* RI.K.6 RI.K.7	RL.K.6 RL.K.7 RI.K.6 RI.K.7 RI.K.8	RL.K.3 RL.K.4* RL.K.7 RI.K.3 RI.K.4* RI.K.7 RI.K.8	RL.K.3 RL.K.4* RL.K.6 RI.K.3 RI.K.4* RI.K.6	RL.K.2 RL.K.4* RL.K.6 RI.K.2 RI.K.4* RI.K.6	RL.K.2 RL.K.4* RL.K.6 RI.K.2 RI.K.4* RI.K.6	RL.K.2 RL.K.4* RL.K.6 RI.K.2 RI.K.4* RI.K.6
Writing	Focus Standards	W.K.3	W.K.1	W.K.1	W.K.1	W.K.1	W.K.2 W.K.7 W.K.8*	W.K.2 W.K.7 W.K.8*	W.K.2 W.K.7 W.K.8*	W.K.2 W.K.7 W.K.8*
	Supporting Standards	W.K.5 W.K.6	W.K.5	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6	W.K.5 W.K.6
Speaking and Listening	Focus Standards	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.K.1* SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6
	Supporting Standards									

ELA Kindergarten

Language	Focus Standards	L.K.1 d, e L.K.2 c, d L.K.5* c, d	L.K.1 b, d, f L.K.2 c, d L.K.4* a, b L.K.5* c	L.K.1 b, d, f L.K.2 c, d L.K.4* a, b L.K.5* c	L.K.1 b, d, f L.K.2 c, d L.K.4* a, b L.K.5* c	L.K.1 b, d, f L.K.2 c, d L.K.4* a, b L.K.5* c	L.K.1 d, e, f L.K.2 c, d L.K.5* a, c	L.K.1 d, e, f L.K.2 c, d L.K.5* a, c	L.K.1 d, e, f L.K.2 c, d L.K.5* a, c	L.K.1 d, e, f L.K.2 c, d L.K.5* a, c
	Supporting Standards	L.K.1a, b, c, f L.K.2 a, b L.K.6*	L.K.1a, c, L.K.2 a, b L.K.6*	L.K.1a, c, L.K.2 a, b L.K.6*	L.K.1a, c, L.K.2 a, b L.K.6*	L.K.1a, c, L.K.2 a, b L.K.6*	L.K.1 a, b, c, L.K.2 a, b L.K.6*	L.K.1 a, b, c, L.K.2 a, b L.K.6*	L.K.1 a, b, c, L.K.2 a, b L.K.6*	L.K.1 a, b, c, L.K.2 a, b L.K.6*
Fundations		Unit 5 Week 1	Unit 5 Week 2	Unit 5 Week 3	Unit 5 Week 4	Unit 5 Week 5	Unit 5 Week 6			
Foundational Skills	Focus Standards	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d	RF.K.2 d RF.K.3 a,b,c,d
	Supporting Standards	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*	RF.K.1a,b,c,d RF.K.4*

Curriculum and Instruction Guides

Ohio's Learning Standards

- **CCS Clear Learning Targets**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Reading Foundations Strand](#)

Ohio Department of Education

- [Ohio's Learning Standards English Language Arts](#)
- [Ohio's Model Curriculum with Instructional Supports](#)
- **English Language Arts Vertical Alignment**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Speaking and Listening Strand](#)
 - [Language Strand](#)
 - [Reading Foundations Strand](#)

References

- 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics. (n.d.). Retrieved from <https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>
- Fisher, D., & Frey, N. (2007). *Checking for Understanding Formative Assessment Techniques for Your Classroom*. ASCD.
- ILLINOIS LITERACY IN ACTION. (n.d.). Retrieved from <http://www.illinoisliteracyinaction.org/>
- Ohio's Learning Standards for English Language Arts. (n.d.). Retrieved from <http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards>