

**Kindergarten Priority Standards
Reading and Writing 2021-2022**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundational Skills	<p>K.RF.1-Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <ul style="list-style-type: none"> 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. Recognize that words are separated by spaces in print. d. Recognize and name all upper- lowercase letters of the alphabet. 	<p>Launch (a,b,c)</p> <p>Unit 1 (d)</p>	Unit 2 (d)		
Reading Foundational Skills	<p>K.RF.2-Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and orally produce rhyming words b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Unit 1 (a,b)	<p>Unit 2 (a,b)</p> <p>Unit 3 (a,b,c,d)</p>	<p>Unit 4 (d,e)</p> <p>Unit 5 (d,e)</p>	
Reading Foundational Skills	<p>K.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary 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. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Unit 1 (a,c)	<p>Unit 2 (a,c)</p> <p>Unit 3 (a,c)</p>	<p>Unit 4 (all)</p> <p>Unit 5 (b,c,d)</p>	Unit 6 (all)
Strand	Priority Standards	Q1	Q2	Q3	Q4

Reading Literature	K.RL.1 -With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	Launch	Unit 2	Unit 5	Unit 6
Reading Literature	K.RL.4 -With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		Unit 2		
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Informational	K.RI.1 - With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	Launch	Unit 3	Unit 5	Unit 6
Reading Informations	K.RI.4 -With prompting and support, ask and answer questions about unknown words in a text.		Unit 3		
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	K.C.1 -Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, tostate the topic and an opinion. b. Introduce topic c. Provide reasons with details to support the opinion.			Unit 4	
Composition	K.C.2 -Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate transitions to develop text structure across paragraphs. e. Provide a concluding idea			Unit 5	
	K.C.3 -Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or				Unit 6

	<p>multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>b. Recount a single event.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Create a sense of closure.</p>				
Strand	Priority Standards	Q1	Q2	Q3	Q4
Language	<p>K.L.2-When writing:</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		<p>Unit 2</p> <p>Unit 3</p>	<p>Unit 4</p> <p>Unit 5</p>	<p>Unit 6</p>

Quarter 1: 8-9-21 thru 10-18-21

Quarter 2: 10-19-21 thru 12-17-21

Quarter 3: 1-3-22 thru 3-8-22

Quarter 4: 3-9-22 thru 5-20-22