

Kindergarten Reading and Writing
Units of Instruction
2021-2022



Launch Unit: Guided Reading/Writing 29 Days	UNIT 1: Letters 14 Days	UNIT 2: Rhyming 21 Days	UNIT 3: Syllables 22 Days	UNIT 4: Making Words 14 Days	UNIT 5: Making and Reading Words 29 Days	UNIT 6: Making Sense of Text 43 Days
<p>Prioritized Standards for 21-22</p> <p>RF.K.1a,b,c RL.K.1 RI.K.1</p> <p>RL.K.5 RL.K.7 RI.K.5 RI.K.7 C.K.3 HW.K.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.1d RF.K.2a,b RF.K.3a,c</p> <p>RL.K.6 RI.K.6 L.K.1 C.K.1 C.K.5 HW.K.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.1d RF.K.2a,b RF.K.3a,c RL.K.1 RL.K.4 L.K.2</p> <p>RL.K.2 RL.K.3 RI.L.3 C.K.2 C.K.5 HW.K.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.2a,b,c,d RF.K.3a,c RI.K.1 RI.K.4 L.K.2</p> <p>RI.K.2 RI.K.3 L.K.4 C.K.2 C.K.5 HW.K.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.2d,e RF.K.3 C.K.1 L.K.2</p> <p>RL.K.5 RI.K.5 RL.K.7 RI.K.7 RI.K.8 L.K.1 HW.K.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.2d,e RF.K.3b,c,d RL.K.1 RI.K.1 C.K.2 L.K.2</p> <p>RL.K.2 RI.K.2 RL.K.9 RI.K.9 C.K.5 K.L.1</p>	<p>Prioritized Standards for 21-22</p> <p>RF.K.3 RL.K.1 RI.K.1 C.K.3 L.K.2</p> <p>RF.K.4 RL.K.10 RI.K.10 C.K.4 C.K.6 L.K.5 HW.K.1</p>

Grade K Reading and Writing



Prioritized Standards and
Instructional-Launching Workshop and Guided Reading 1

K Grade Reading and Writing Launch Unit: Guided Reading/ Writing

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

RL.K.1	RL.1.1	Priority Standard
With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	

RL.K.5	RL.1.5	Supporting Standard
<i>Recognize common</i> STRUCTURES OF POEMS, STORIES AND DRAMAS.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	

RI.K.1	RI.1.1	Priority Standard
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<p>With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS, and make and support logical inferences to construct meaning from the text.</p>	<p>With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.</p>	<p style="background-color: yellow;"></p>				
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RI.K.7	RI.1.7					
With prompting and support, <i>describe the relationship between VISUALS AND THE TEXT.</i>	Use the visuals and details in a text to describe its key ideas.					
<p>RF.K.1 a, b, c Demonstrate understanding of the organization and basic features of print to aid in comprehension. 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.</p>		<p>Priority Standard</p>				

c. Recognize that words are separated by spaces in print.

Supporting Standard

C.K.3

C.1.3

Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization are appropriate to task and purpose.**

b. *Recount a single event.*

c. *Include details which describe actions, thoughts, emotions.*

d. **Create a sense of closure.**

e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing**

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

b. Recount a single event or multiple events, memories or ideas.

c. Include details which describe actions, thoughts, emotions.

d. Use temporal words and phrases to signal event order.

e. Create a sense of closure.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

HW.K.1

HW.1.1

Supporting Standard

Print all upper and lowercase letters and numerals.

Legibly print all upper- and lowercase letters and numerals with correct form.



Grade K Reading and Writing



Priority Standards and
Instructional Unit 1

K Grade Reading and Writing Unit 1: Letters

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

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<p>RF.K.1d Demonstrate understanding of the organization and basic features of print to aid in comprehension. d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Priority Standard</p>				
<p>RF.K.2 a, b Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words.</p>	<p>Priority Standard</p>				
<p>RF.K.3 a,c Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Read common high-frequency words by sight.</p>	<p>Priority Standard</p>				
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Grade K Reading and Writing



Priority Standards and
Instructional Unit 2

K Grade Reading and Writing Unit 2: Rhyming

**This unit is designed to...

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Multidimensionality

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RL.K.2	RL.1.2					
With prompting and support, orally <i>recognize key details from a summary</i> to demonstrate understanding of the LESSON LEARNED in the story.	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.					

		Supporting Standard
RL.K.3	RL.1.3	
With prompting and support, <i>identify</i> CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY in order to make meaning of the <i>story development</i> .	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	
		Priority Standard
RL.K.4	RL.1.4	
With prompting and support, <i>identify words and phrases</i> in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES .	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	
RF.K.1d Demonstrate understanding of the organization and basic features of print to aid in comprehension. d. Recognize and name all upper- and lowercase letters of the alphabet.		Priority Standard
RF.K.2 a, b Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words.		Priority Standard

RF.K3a,b

Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary 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

Priority Standard

Supporting Standard

C.K.2

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to establish a topic and provide information about the topic.**
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**
b. Introduce the topic.
c. Supply information with detail to develop the topic.
d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
f. Provide a concluding section.
g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
b. Introduce the topic.
c. Supply information with detail to develop the topic.
d. Use grade-appropriate conjunctions to develop text structure within sentences.
e. Use grade-appropriate transitions to develop text structure across paragraphs.
f. Provide a concluding section.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

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C.K.5	C.1.5					
With guidance and support, participate in shared RESEARCH and writing projects.	With guidance and support, participate in shared research and writing projects.					
<table border="1"> <tr> <td>L.K.2</td> <td>L.1.2</td> </tr> <tr> <td> 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 SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS </td> <td> When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. </td> </tr> </table>		L.K.2	L.1.2	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 SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Priority Standard
L.K.2	L.1.2					
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 SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.					
<table border="1"> <tr> <td>HW.K.1</td> <td>HW.1.1</td> </tr> <tr> <td>Print all upper and lowercase letters and numerals.</td> <td>Legibly print all upper- and lowercase letters and numerals with correct form.</td> </tr> </table>		HW.K.1	HW.1.1	Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	Supporting Standard
HW.K.1	HW.1.1					
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.					

Grade K Reading and Writing



Priority Standards and
Instructional Unit 3

K Grade Reading and Writing

Unit 3: Syllables

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Priority Standard

RI.K.1	RI.1.1
With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

Supporting Standard

RI.K.2	RI.1.2
With prompting and support, orally <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

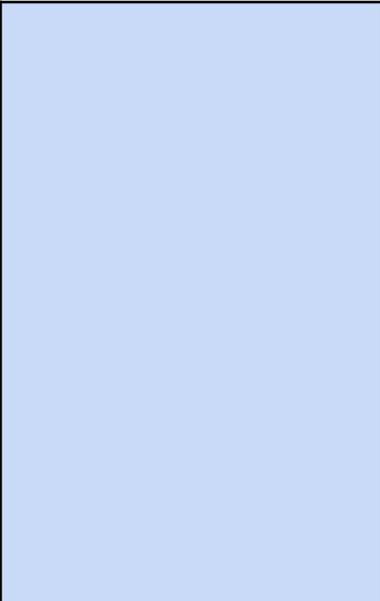
		Supporting Standard
RI.K.3	RI.1.3	
With prompting and support, <i>identify the INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION presented over the course of a text.</i>	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	
		Priority Standard
RI.K.4	RI.1.4	
With prompting and support, <i>ask and answer questions about UNKNOWN WORDS in a text.</i>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	
RF.K.2 a, b, c, d Demonstrate understanding of spoken words, syllables and sounds (phonemes). 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.		Priority Standard
RF.K.3 a, c Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Read common high-frequency words by sight.		Priority Standard

		Supporting Standard
C.K.2	C.1.2	
<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. <i>Introduce the topic.</i></p> <p>c. Supply information with detail to develop the topic.</p> <p>d. <i>Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i></p> <p>e. <i>Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i></p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	

		Supporting Standard
C.K.5	C.1.5	
With guidance and support, participate in shared RESEARCH and writing projects.	With guidance and support, participate in shared research and writing projects.	
		Priority Standard
L.K.2	L.1.2	
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 SOUNDS. d. Spell simple words phonetically, drawing on knowledge of SOUND-LETTER RELATIONSHIPS	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
		Supporting Standard
L.K.4	L.1.4	
<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an	

- a. Identify **HOMOPHONES**.
- b. Identify **COMMON AFFIXES** and how they change the meaning of a word.
- c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Identify common affixes and how they change the meaning of a word.
 - c. With guidance and support, identify frequently occurring root words and their inflectional forms.
 - d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.



HW.K.1	HW.1.1
Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.

Supporting Standard

Grade K Reading and Writing



Priority Standards and
Instructional Unit 4

K Grade Reading and Writing Unit 4: Making Words

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">RL.K.5</td> <td style="width: 50%; text-align: center; padding: 5px;">RL.1.5</td> </tr> <tr> <td style="padding: 5px;"> <i>Recognize common</i> STRUCTURES OF POEMS, STORIES AND DRAMAS. </td> <td style="padding: 5px;"> Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. </td> </tr> </table>		RL.K.5	RL.1.5	<i>Recognize common</i> STRUCTURES OF POEMS, STORIES AND DRAMAS.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Supporting Standard
RL.K.5	RL.1.5					
<i>Recognize common</i> STRUCTURES OF POEMS, STORIES AND DRAMAS.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">RL.K.7</td> <td style="width: 50%; text-align: center; padding: 5px;">RL.1.7</td> </tr> <tr> <td style="padding: 5px;"> With prompting and support, <i>describe the relationship between</i> ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR. </td> <td style="padding: 5px;"> Use a story's illustrations and details to describe its characters, setting and events. </td> </tr> </table>		RL.K.7	RL.1.7	With prompting and support, <i>describe the relationship between</i> ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.	Use a story's illustrations and details to describe its characters, setting and events.	Supporting Standard
RL.K.7	RL.1.7					
With prompting and support, <i>describe the relationship between</i> ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.	Use a story's illustrations and details to describe its characters, setting and events.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">RI.K.5</td> <td style="width: 50%; text-align: center; padding: 5px;">RI.1.5</td> </tr> </table>		RI.K.5	RI.1.5	Supporting Standard		
RI.K.5	RI.1.5					

<p><i>Identify the FRONT COVER, BACK COVER AND TITLE PAGE of a book.</i></p>	<p>Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.</p>					
<table border="1"> <tr> <td data-bbox="218 566 858 634"> <p>RI.K.7</p> </td> <td data-bbox="863 566 1503 634"> <p>RI.1.7</p> </td> </tr> <tr> <td data-bbox="218 638 858 777"> <p>With prompting and support, <i>describe the relationship between VISUALS AND THE TEXT.</i></p> </td> <td data-bbox="863 638 1503 777"> <p>Use the visuals and details in a text to describe its key ideas.</p> </td> </tr> </table>		<p>RI.K.7</p>	<p>RI.1.7</p>	<p>With prompting and support, <i>describe the relationship between VISUALS AND THE TEXT.</i></p>	<p>Use the visuals and details in a text to describe its key ideas.</p>	<p>Supporting Standard</p>
<p>RI.K.7</p>	<p>RI.1.7</p>					
<p>With prompting and support, <i>describe the relationship between VISUALS AND THE TEXT.</i></p>	<p>Use the visuals and details in a text to describe its key ideas.</p>					
<table border="1"> <tr> <td data-bbox="218 888 858 956"> <p>RI.K.8</p> </td> <td data-bbox="863 888 1503 956"> <p>RI.1.8</p> </td> </tr> <tr> <td data-bbox="218 959 858 1099"> <p>With prompting and support, <i>identify the CLAIM and the REASONS an author gives to support CLAIMS</i> in a text.</p> </td> <td data-bbox="863 959 1503 1099"> <p>Identify the claim and the reasons an author gives to support the claim in a text.</p> </td> </tr> </table>		<p>RI.K.8</p>	<p>RI.1.8</p>	<p>With prompting and support, <i>identify the CLAIM and the REASONS an author gives to support CLAIMS</i> in a text.</p>	<p>Identify the claim and the reasons an author gives to support the claim in a text.</p>	<p>Supporting Standard</p>
<p>RI.K.8</p>	<p>RI.1.8</p>					
<p>With prompting and support, <i>identify the CLAIM and the REASONS an author gives to support CLAIMS</i> in a text.</p>	<p>Identify the claim and the reasons an author gives to support the claim in a text.</p>					
<p>RF.K.2.d,e Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		<p>Priority Standard</p>				

RF.K.3b, c, d

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

- 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.

Priority Standard

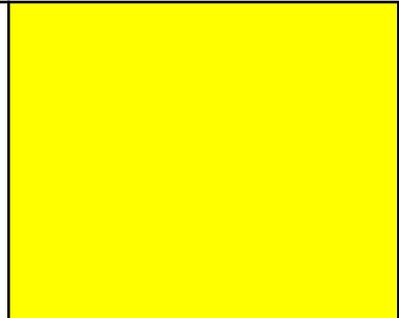
C.K.1	C.1.1
<p>Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none">a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.<i>b. Introduce the topic.</i>c. Provide reasons with details to support the opinion.<i>d. Use grade-appropriate TRANSITIONS.</i>e. Provide a concluding idea.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none">a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.b. Introduce the topic.c. Provide reasons with details to support the opinion.d. Use grade-appropriate transitions.e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Priority Standard

		Supporting Standard
L.K.1	L.1.1	
<p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. COMMON NOUNS AND VERBS. b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW. d. SENTENCES USING COMMON PREPOSITIONS. e. COMPLETE SENTENCES. 	<p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	
		Priority Standard
L.K.2	L.1.2	
<p>When writing:</p> <ul style="list-style-type: none"> 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 SOUNDS. d. Spell simple words phonetically, drawing on 	<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. 	

knowledge of SOUND-LETTER
RELATIONSHIPS

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



HW.K.1
Print all upper and lowercase letters and numerals.

HW.1.1
Legibly print all upper- and lowercase letters and numerals with correct form.

Supporting Standard

Grade K Reading and Writing



Priority Standards and
Instructional Unit 5

K Grade Reading and Writing Unit 5: Making and Reading Words

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

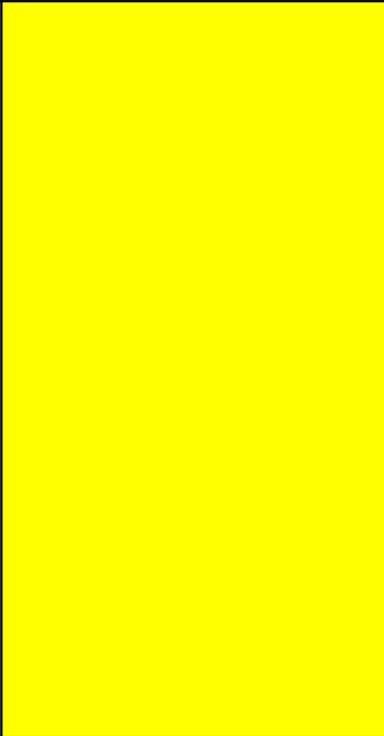
RL.K.1		RL.1.1	Priority Standard
With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text .	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.		
RL.K.2		RL.1.2	Supporting Standard
With prompting and support, orally <i>recognize key details from a summary</i> to demonstrate understanding of the LESSON LEARNED in the story .	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.		

<table border="1"> <thead> <tr> <th>RL.K.9</th> <th>RL.1.9</th> </tr> </thead> <tbody> <tr> <td>With prompting and support, compare/contrast <i>the adventures and experiences</i> of CHARACTERS in stories.</td> <td>Compare/contrast the adventures and experiences of characters in stories.</td> </tr> </tbody> </table>		RL.K.9	RL.1.9	With prompting and support, compare/contrast <i>the adventures and experiences</i> of CHARACTERS in stories.	Compare/contrast the adventures and experiences of characters in stories.	Supporting Standard
RL.K.9	RL.1.9					
With prompting and support, compare/contrast <i>the adventures and experiences</i> of CHARACTERS in stories.	Compare/contrast the adventures and experiences of characters in stories.					
<table border="1"> <thead> <tr> <th>RI.K1</th> <th>RI.1.1</th> </tr> </thead> <tbody> <tr> <td>With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS, and make and support logical inferences to construct meaning from the text.</td> <td>With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.</td> </tr> </tbody> </table>		RI.K1	RI.1.1	With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	Priority Standard
RI.K1	RI.1.1					
With prompting and support, <i>ask and answer explicit questions</i> about KEY IDEAS AND DETAILS , and make and support logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.					
<table border="1"> <thead> <tr> <th>RI.K.2</th> <th>RI.1.2</th> </tr> </thead> <tbody> <tr> <td>With prompting and support, orally <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.</td> <td>With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</td> </tr> </tbody> </table>		RI.K.2	RI.1.2	With prompting and support, orally <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Supporting Standard
RI.K.2	RI.1.2					
With prompting and support, orally <i>recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA</i> of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.					

		Supporting Standard
RI.K.9	RI.1.9	
With prompting and support, <i>identify information</i> from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.	Identify information from two or more texts on similar themes or topics.	
<p>RF.K.2d,e Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		Priority Standard
<p>RF.K.3b,c,d Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>		Priority Standard
		Priority Standard
C.K.2	C.1.2	
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS , using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	

not every writing experience must utilize those digital resources.)
 a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**
 b. *Introduce the topic.*
 c. **Supply information with detail to develop the topic.**
 d. *Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
 e. *Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.*
 f. **Provide a concluding section.**
 g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

not every writing experience must utilize those digital resources.)
 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
 b. Introduce the topic.
 c. Supply information with detail to develop the topic.
 d. Use grade-appropriate conjunctions to develop text structure within sentences.
 e. Use grade-appropriate transitions to develop text structure across paragraphs.
 f. Provide a concluding section.
 g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing



C.K.5	C.1.5
With guidance and support, participate in shared RESEARCH and writing projects.	With guidance and support, participate in shared research and writing projects.

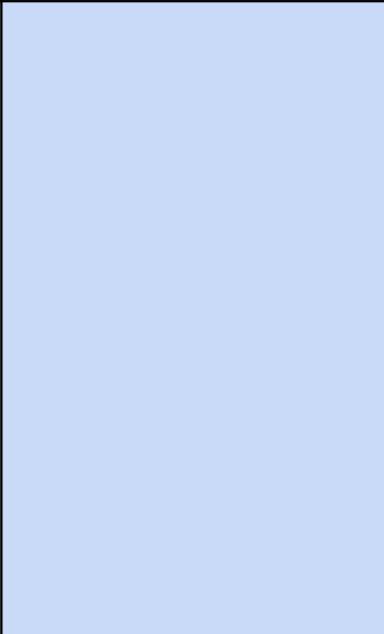
Supporting Standard

L.K.1	L.1.1
When writing or speaking, demonstrate appropriate use of:	When writing or speaking, demonstrate appropriate use of:

Supporting Standard

- a. COMMON NOUNS AND VERBS.
- b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.
- c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.
- d. SENTENCES USING COMMON PREPOSITIONS.
- e. COMPLETE SENTENCES.

- a. common, proper and possessive nouns in a sentence.
- b. singular and plural nouns with matching verbs in basic sentences.
- c. personal, possessive and indefinite pronouns in a sentence.
- d. verbs to convey a sense of past, present and future in a sentence.
- e. frequently occurring adjectives in a sentence.
- f. frequently occurring conjunctions in a sentence.
- g. frequently occurring prepositions in a sentence.
- h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.



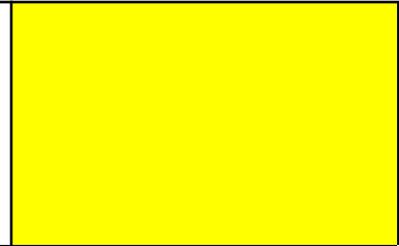
- L.K.2**
- When writing or speaking, demonstrate appropriate use of:**
- a. COMMON NOUNS AND VERBS.
 - b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.
 - c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.
 - d. SENTENCES USING COMMON PREPOSITIONS.
 - e. COMPLETE SENTENCES.

- L.K.1**
- When writing or speaking, demonstrate appropriate use of:
- a. common, proper and possessive nouns in a sentence.
 - b. singular and plural nouns with matching verbs in basic sentences.
 - c. personal, possessive and indefinite pronouns in a sentence.
 - d. verbs to convey a sense of past, present and future in a sentence.
 - e. frequently occurring adjectives in a sentence.
 - f. frequently occurring conjunctions in a sentence.

Priority Standard

g. frequently occurring prepositions in a sentence.

h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.



Grade K Reading and Writing



Priority Standards and
Instructional Unit 6

K Grade Reading and Writing

Unit 6: Making Sense of Text

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>		<p>Priority Standard</p>				

- 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.

RF.K.4

Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.

- a. Read emergent-reader texts with purpose and understanding.

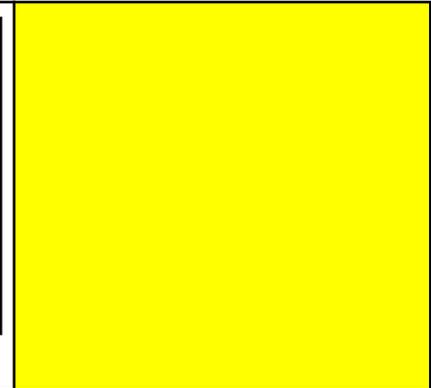
Priority Standard

C.K.2	C.1.3
<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. <i>Introduce the topic.</i> c. Supply information with detail to develop the topic. d. <i>Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i> e. <i>Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i> f. Provide a concluding section. g. With guidance and support from 	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from

peers and adults, develop and strengthen writing as needed by planning, revising and editing.	peers and adults, develop and strengthen writing as needed by planning, revising and editing	
C.K.4	C.1.4	
With guidance and support from adults, <i>explore a VARIETY OF DIGITAL RESOURCES</i> to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	Supporting Standard
C.K.6	C.1.6	
With guidance and support, <i>collect information from real-world experiences or provided sources to answer or generate questions.</i>	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Priority Standard
L.K.2	L.1.2	
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	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and	Priority Standard

SHORT-VOWEL SOUNDS.
 d. Spell simple words phonetically,
 drawing on knowledge of
SOUND-LETTER RELATIONSHIPS

write commas in dates and to separate single words in a series.
 d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



L.K.5	L.K.1
<p>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 an understanding of VERBS AND ADJECTIVES and their ANTONYMS. c. Demonstrate an understanding of VERBS AND ADJECTIVES and their SYNONYMS.</p>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p>

Supporting Standard

HW.K.1	HW.1.1
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Supporting Standard

Print all upper and lowercase letters and numerals.

Legibly print all upper- and lowercase letters and numerals with correct form.

