



2016-2017

# Kindergarten ELA Curriculum Pacing Guide

Kindergarten Curriculum Team  
Bloomfield School District  
2016-2017

# *Kindergarten Common Core English Language Arts Overview*

The Bloomfield Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the focus standards by quarter and unit. Teachers should understand that the focus standards emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will recur across all quarters due to their importance and need to be addressed on an ongoing basis. This document is a living document and teacher feedback is crucial for collaboration and refinement.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- Embedded Standards
- Student Learning Target
- Assessment of Learning Target: I Can Statements: **(I can statement or I am able to statements should be visible and where students can see and know their goal : they establish the standard, they understand the teacher expectation and they will try to achieve the goal.)**

I can statements are done for teachers in the first quarter but you must develop autonomous statements to help support your learning goals.

- Grade Level: Identify the grade level of the intended standards
- Standard: Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- Standards Code: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- Skills and Knowledge: Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in

**I Station testing first 15 days at the onset of school.**

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## Reading Standards for Literature

K.RL	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter			3 <sup>rd</sup> quarter			4 <sup>th</sup> quarter	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
<b>Key Ideas and Details</b>											
1. With prompting and support, ask and answer questions about key details in text.	*	*	*	*	*						
2. With prompting and support, retell familiar stories including key details.	*	*	*	*	*						
3. With prompting and support, identify characters, settings, and major events in story.	*	*	*	*	*						
<b>Craft and Structure</b>											
4. Ask and answer questions about unknown words in text.	*	*	*	*	*	*	*	*	*	*	
5. Recognizes common types of text (e.g., storybooks, poems...).				*	*				*	*	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		*		*							
<b>Integration of Knowledge and Ideas</b>											
7. With prompting and support, describe relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				*	*	*					
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.						*					

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Range of Reading and Level of Text Complexity										
10. Actively engage in group reading and activities with purpose and understanding.	*	*	*	*	*	*	*	*	*	*

## Reading Standards for Informational Text

K.RI	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter		3 <sup>rd</sup> quarter		4 <sup>th</sup> quarter		
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<b>Key Ideas and Details</b>										
1. With prompting and support, ask and answer questions about key details in text.				*	*					
2. With prompting and support, identify the main topic and retell key details from text.						*	*			
3. With prompting and support, describe the connection between two individuals, events, ideas or peaces of information in text.								*		
<b>Craft and Structure</b>										
4. With prompting and support, answer questions about unknown words in a text.				*	*					
5. Identify the front cover, back cover, and title page of book.		*	*							
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		*								
<b>Integration of Knowledge and Ideas</b>										
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						*				

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the text that illustration depicts).										
8. With prompting and support, identify the reason the author supports points in a text.						*				
9. With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).						*				
<b>Range of Reading and Level of Text Complexity</b>										
10. Actively engage in group reading activities with purpose and understanding.	*	*	*	*	*	*	*	*	*	*

## Reading Standards: Foundational Skills

K.RF	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter			3 <sup>rd</sup> quarter			4 <sup>th</sup> quarter	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
<b>Print Concepts</b> - Demonstrate understanding of the organization and basic features of print											
1a. Follows words from left to right, top to bottom, and page by page.	*	*									
1b. Recognize that spoken words are represented in written language by specific sequences of letters.	*	*									
1c. Understand that words are separated by spaces in print.	*	*									
1d. Recognize and name all upper and lowercase letters of the alphabet.	*	*	*	*							
<b>Phonological Awareness</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).											
2a. Recognizes and produces rhyming words.	*	*	*	*							
2b. Count, pronounce, blend and segment syllables in spoken words.		*									

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2c. Blend and segment onsets and rimes of single-syllable spoken words.			*						
	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter		3 <sup>rd</sup> quarter		4 <sup>th</sup> quarter	
2d. Isolate and pronounce the initial, medial vowel, and final sounds in CVC words (do not include /l/ /r/ or /x/)				*	*				
2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.							*	*	

## Reading Standards: Foundational Skills

K.RF	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<b>Phonics and Word Recognition</b> - Know and apply grade-level phonics and word analysis skills in decoding words.										
3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by produce the most frequent sound for each consonant.		*	*							
3b. Associate the long and short sounds with common spellings for the five major vowels.									*	*
3c. Read common high frequency words by sight		*	*	*	*	*	*	*	*	*
3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.							*			
<b>Fluency</b>										
4. Read emergent-reader text with purpose and understanding.								*	*	*

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## Language Standards

K.L	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter			3 <sup>rd</sup> quarter			4 <sup>th</sup> quarter	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
<b>Vocabulary Acquisition and Use</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.											
4a. Identify new meanings for familiar words and apply them accurately (eg. Knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).				*	*	*					
4b. Use the most frequently occurring inflections and affixes (-ed, -s, -ful, -less, re-, un-, pre-) as a clue to the meaning of an unknown word.								*			
<b>Vocabulary Acquisition and Use</b> - With guidance and support from adults, explore word relationships and nuances in word meanings.											
5a. Sort common objects into categories (e.g., shapes foods) to gain a sense of the concepts the categories represent.	*	*									
5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			*								
5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).				*							
5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaning.					*						

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6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts	*	*	*							
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### Speaking and Listening

K.SL	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter			3 <sup>rd</sup> quarter			4 <sup>th</sup> quarter	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
<b>Comprehension and Collaboration</b> - Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups.											
1a. Follows agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussions).	*	*	*								
1b. Continues a conversation through multiple exchanges.						*	*				
2. Confirm understanding of information by asking and answering questions about key details and requesting clarification if something is not understood.				*	*						
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		*	*								
<b>Presentation of Knowledge and Ideas</b>											
4. Describe familiar people, places, things and events with prompting and support to provide additional detail.				*	*						



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5. Add drawings or other visual displays to descriptions as desired to provide additional detail.		*								
6. Speak audibly and express thoughts, feelings and ideas clearly.	*	*	*							

## Writing Standards

K.W	1 <sup>st</sup> quarter			2 <sup>nd</sup> quarter		3 <sup>rd</sup> quarter		4 <sup>th</sup> quarter		
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<b>Text Types and Purposes</b>										
1. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion about the topic or book.			*	*	*					
2. Use a combination of drawing, dictating and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.	*	*	*							
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.					*	*	*			
<b>Production and Distribution of Writing</b>										

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5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.								*	*	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.									*	*
<b>Research to Build and Present Knowledge</b> (with guidance and support from adults)										
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).								*	*	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						*	*			

# Kindergarten Common Core English Language Arts Overview

## Quarter 1

**Embedded Standards:** These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.

Standards	Student Learning Target
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question:** How do we participate actively and respectfully in-group activities?

**Final Product/Assessment:** Students will listen, wait their turn to speak, raise their hands and answer questions in a complete sentence.

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
<b>Week 1</b>	RL.1; RI.1	Answer questions about a text.	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>DIBELS BOY</li> <li>Letter Naming</li> </ul>	<ul style="list-style-type: none"> <li>I can answer a question about text.</li> <li>I can begin to identify parts of a book.</li> <li>I can raise my hand when I have something</li> </ul>	(Core) <a href="#">Journeys Unit 1 We can Make it</a> <ul style="list-style-type: none"> <li>Foundations</li> <li>Orton-Gillingham Methods</li> </ul> <a href="#">Kindergarten Book 1 Oral Activities</a> <a href="#">Parts of a Book Video</a>
	RI.5	Identify front cover, back cover, and title page of a book.			
	SL.1	Listen to others and wait turn to speak. Raise hand to indicate having something to say during large group activities.			

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				to say.	<a href="#">Elmo's Classroom</a>
	L.1d	Answer a question in a complete sentence. <b>I can answer a question in a complete sentence.</b>	<ul style="list-style-type: none"> <li>Teacher observation of students' ability to answer questions (e.g. what is your name? My name is_____.)</li> </ul>	<ul style="list-style-type: none"> <li>I can use sentence starters to help me answer questions.</li> </ul>	<a href="#">Sentence Starters</a>  (Core) Journeys <ul style="list-style-type: none"> <li>Foundations</li> <li>Orton-Gillingham Methods</li> </ul>
Week 2	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>		<b>Resources</b>
	RL.1; RI.1	Answer and ask questions about a text. <b><i>I can answer Questions about Text.</i></b> <b><i>I can ask a Question about the book.</i></b>	<ul style="list-style-type: none"> <li>Teacher Observation :</li> <li>Students are able to communicate the learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer a question after my teacher reads to me.</li> <li>I can listen to others and wait my turn.</li> <li>I can ask a question.</li> </ul>	<ul style="list-style-type: none"> <li>(Core) Journeys Foundations Orton-Gillingham Methods</li> <li><a href="#">Asking and Answering Questions Activity.</a></li> <li><a href="#">5 W's Questions</a></li> </ul>
	RI.5	Identify front cover, back cover, and title page of a book. <b><i>I can Identify parts of a book.</i></b>			
	SL.1	Listen to others and wait turn to speak. Raise hand to indicate having something to say during large group activities.			
	L.1d	Answer a question in a complete sentence.			
Week 3	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Student Outcome</b>	<b>Data</b>
	RL.1; RI.1	Answer questions about a text.	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Progress</li> </ul>	<ul style="list-style-type: none"> <li>I can raise my hand during</li> </ul>	<ul style="list-style-type: none"> <li><b>I station Progress Monitoring</b></li> <li><b>PLC's Monitoring</b></li> </ul>
	RI.5	Identify front cover, back cover, and title page of a book.			
	SL.1	Listen to others and wait turn to speak.			

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	Raise hand to indicate having something to say during large group activities.	<p>Monitoring</p> <p><b>I can draw a picture of myself and write their first name.</b></p> <ul style="list-style-type: none"> <li>Students are working in collaborative and productive reading foundation centers.</li> </ul>	<p>large group activities.</p> <ul style="list-style-type: none"> <li>I can draw a picture of myself and write my name with little help.</li> <li>I can work in centers.</li> </ul>	<p>Unresponsive students</p> <p><a href="#">Learning Activities</a></p> <p><a href="#">Florida Center for Research</a> ( <a href="#">Bookmark this Site</a> )</p>
L.1d	Answer a question in a complete sentence.			
W.3-Narrative	<p>Draw a picture and write about it.</p> <p><b>I can draw a picture and write about it</b></p> <p><b>Practice First letter Sounds : Letter Recognition :</b></p>			

<i>Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.</i>	
<b>Standards</b>	<b>Student Learning Target</b>
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>
<b>CCSS.ELA-LITERACY.L.K.1.A</b>	<b>Print many upper- and lowercase letters.</b>
<b>Essential Question: What are the important parts of a text?</b>	
<b>Final Product/Assessment: Students will identify the characters, setting and major events in a text and use them to begin to make</b>	

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connections.					
	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 4	RL.3; RI.3	Identify the characters, setting and major events in a story.	Teacher observation of students' ability to: <ul style="list-style-type: none"> <li>Identify the characters, setting and major events in a story.</li> <li>Make connections between two texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to identify Character, setting, and major event in a story</li> </ul> I can see what the same is and different in stories my teacher reads.	<a href="#">Making Connections in Reading</a>  <a href="#">Making Connection resources for the White Board</a>
		Make connections between two texts.			
	RI.5	Identify the front cover, back cover, and title page			
	SL.6	Speak clearly so others can understand.	<ul style="list-style-type: none"> <li>Ask questions using the conventions of standard English.</li> <li>Respond to text by drawing and/or writing.</li> </ul>		
	L.1a L.1d	Print upper and lowercase letters. Ask and answer a question in a complete sentence.			
	W.3-Narrative	Draw a picture and write about it.			
Week 5	Standards	Student Learning Target:	Assessments of Essential Learning Targets		
	RL.3; RI.3	Identify the characters, setting and major events in a story.	<ul style="list-style-type: none"> <li>See week one assessment.</li> </ul>	I can identify with characters, setting and events of a story  I can identify the front cover, back cover and	<ul style="list-style-type: none"> <li><a href="#">(Core) Journeys Reading List</a></li> <li><a href="#">Powerpoint Lesson Resource Lesson</a></li> <li><a href="#">Interactive Books</a></li> </ul>
		Make connections between two texts.			
	RI.5	Identify the front cover, back cover, and title page			
RL.6; RI.6	Name the author and illustrator and define their				

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	role		title page of a book.
SL.6	Speak clearly so others can understand.		
L.1d	Ask and answer a question in a complete sentence.		

	W.3- Narrative	Draw a picture and write about it.		
Week 6	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Data &amp; Resources</b>
	RL.3; RI.3	Identify the characters, setting and major events in a story. Make connections between two texts.	<ul style="list-style-type: none"> <li>See week one assessment.</li> </ul>	I can begin to make connections between two texts.
	RI.5	Identify the front cover, back cover, and title page		
	RL.6; RI.6	Name the author and illustrator and define their role		
	SL.6	Speak clearly so others can understand.		
	L.1d	Ask and answer a question in a complete sentence.		
	W.3- Narrative	Draw a picture and write about it.		

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in</b>

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	<b>decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question:** How do we write about events in order?

**Final Product/Assessment:** Students will draw and/or write about a sequence of events.

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 7	RL.2; RI.2	Retell a story using three key details. Identify the main topic.	Teacher observation of students' ability to: <ul style="list-style-type: none"> <li>Orally retell a story using three key details.</li> <li>Orally identify the main topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can retell a story to my teacher.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kindergarten Works</a></li> <li><a href="#">Teacher resource for: Ideas on Retelling</a></li> <li></li> </ul>
	RI.5	Identify the front cover, back cover, and title page		Revisit Week 1 -2	Revisit Week 1 -2
	RL.6; RI.6	Name the author and illustrator and define their role		Revisit Week 1 -2	Revisit Week 1 -2
	L.1a	Print upper and lowercase letters.	<ul style="list-style-type: none"> <li>Student work samples</li> <li>Respond to text by drawing and/or writing.</li> </ul>		<a href="#">Resources : for drawing and writing</a>
	W.3-Narrative	Draw a picture and write about it.			
		<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	
Week 8	RL.2; RI.2	Retell a story using 3 key details. Identify the main topic.	<ul style="list-style-type: none"> <li>See week one assessments.</li> <li>Teacher observation of students' responses.</li> </ul>	I can retell a story using 3 key details.  I can name the author and illustrator of a book with little help from my teacher.	<a href="#">Retelling Resources pt2.</a>  <a href="#">Retelling Resources Pt. 3</a>
	RI.5	Identify the front cover, back cover, and title page			
	RL.6; RI.6	Name the author and illustrator and define their role			
	L.1a	Print upper and lowercase letters.			



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	L.6	Use taught vocabulary to tell about a book. Respond using taught vocabulary.			
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	W.3-Narrative	Express opinion through drawing or writing.			
Week 9	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>		<b>Data</b>
	RL.2; RI.2	Retell a story using 3 key details. Identify the main topic.	<ul style="list-style-type: none"> <li>See week one and week two assessments.</li> <li>Student work samples (e.g. I like ____, My favorite ____ is ____, etc.)</li> </ul>	•	<ul style="list-style-type: none"> <li>Progress Monitoring I Station</li> <li>PLC's Monitoring Unresponsive students</li> </ul>
	RI.5	Identify the front cover, back cover, and title page			
	RL.6; RI.6	Name the author and illustrator and define their role			
	L.1a	Print upper and lowercase letters.			
	L.6	Use taught vocabulary to tell about a book. Respond using taught vocabulary.			
	W.1-Opinion	Express opinion through drawing or writing.			

### Quarter 2

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question:** How do I ask a question?

**Final Product/Assessment:** Students will use who, what, when, where, why and how to ask questions.

## Kindergarten Common Core English Language Arts Overview

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 1	RL.4; RI.4	Ask questions about unfamiliar words.	<ul style="list-style-type: none"> <li>Teacher observation of students' participation</li> <li>Grade level common formative assessments</li> <li>Teacher observation</li> <li>Student work samples (e.g. I like____, My favorite _____is _____, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>I can use sentence stems to write and speak in complete sentences .</li> <li>I can name the author and illustrator and what they do.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Sentence Frames:AKA (Sentence Stems )</a></li> <li><a href="#">Teacher Resource GoogleBooks.</a></li> <li><a href="#">Sentence Song</a></li> <li><a href="#">The 5 W's Song</a></li> <li>Journeys Unit 3</li> </ul>
	RL.5	Recognize common types of texts.			
	RL.6; RI.6	Name the author and illustrator and define their role			
	SL.4	Use descriptive details in speech.			
	L.5 c & d	Explain what a word means. Act out a verb.			
	W.1-Opinion	Express opinion through drawing or writing.			
Week 2	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
	RL.4; RI.4	Ask questions about unfamiliar words.	<ul style="list-style-type: none"> <li>Grade Level assessments :</li> <li>Letter Recognition :</li> <li>Phonemic sound fluency :</li> <li>Progress Monitoring</li> </ul>	I can write a sentence using a sentence stem.	<a href="#">Teacher resource Unfamiliar Words.</a> <a href="#">Supporting Literacy Resource.</a>
	RL.5	Recognize common types of texts.			
	RL.6; RI.6	Name the author and illustrator and define their role			
	SL.4	Use descriptive details in speech.			
	L.5 c & d	Explain what a word means. Act out a verb.			
W.1-Opinion	Express opinion through drawing or writing.				

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Week 3	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
	RL.4; RI.4	Ask questions about unfamiliar words. Answer questions about unfamiliar words.	<ul style="list-style-type: none"> <li>See week one assessments.</li> </ul> Students can differentiate different types of text formats	I can ask questions using what, why, when, where and who.	<a href="#">Rock to the Core Song</a>
	RL.5	Recognize common types of texts.			
	RL.6; RI.6	Name the author and illustrator and define their role			
	SL.4	Use descriptive details in speech.			
	L.5 c & d	Explain what a word means. Act out a verb.			
	W.1-Opinion	Express opinion through drawing or writing.			
Mid Quarter Check					
<b>Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.</b>					
Standards		Student Learning Targets			
<b>RL.K.1 &amp; RI.K.1</b>		<b>Ask and answer questions about key details in a text</b>			
<b>RL.K.10 &amp; RI.K.10</b>		<b>Actively engage in reading activities with purpose and understanding</b>			
<b>RF.K.1</b>		<b>Demonstrate understanding of the organization basic features of print</b>			
<b>RF.K.2</b>		<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>			
<b>RF.K.3</b>		<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>			
<b>RF.K.4</b>		<b>Read emergent reader text with purpose and understanding</b>			
<b>L.K.2</b>		<b>Writing conventions – capitalization, punctuation &amp; spelling</b>			
<b>SL.K.3</b>		<b>Ask questions to clarify something not understood</b>			
<b>Essential Question: How do we justify an opinion?</b>					
<b>Final Product/Assessment: Students will describe connections; draw and write about an opinion; use details and/or compare and contrast</b>					
Week 4	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Students Outcomes	Resources
	RI.3; RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>Teacher-guided Graphic Organizer (e.g. Venn Diagram)</li> </ul>	<ul style="list-style-type: none"> <li>I understand what opposite</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Read, Write and think Venn</a></li> </ul>
RL.5	Recognize common types of texts.				

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	SL.5	Add detail by drawing.	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Categorize characters by traits using details</li> <li>• Teacher observation of student work in centers (e.g. sorting manipulative, match opposites)</li> <li>• Student work samples (e.g. My favorite _____ is because _____, etc.)</li> </ul>	and same means. <ul style="list-style-type: none"> <li>• I can use a Venn Diagram to compare and contrast different groups.</li> <li>• I can draw a picture to show my thoughts.</li> </ul>	<a href="#">Diagram in the Kindergarten Classroom</a> <ul style="list-style-type: none"> <li>• <a href="#">Venn Diagrams Kindergarten</a></li> </ul>
	L.5 a & b	Sort objects into groups. Use opposites to show understanding of verbs and adjectives.			
	W.1-Opinion	Express opinion through drawing or writing.			
Week 5	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Student Outcomes</b>	<b>Resources</b>
	RI.3; RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>• Graphic Organizer completed as a small group (e.g. Venn Diagram)</li> <li>• See week one assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand what opposite and same means.</li> <li>• I can use a Venn Diagram to compare and contrast different groups.</li> </ul>	<a href="#">Opposite resource.</a>  <a href="#">Opposites Song</a> <ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram SMART resource</a></li> </ul>
	RL.5	Recognize common types of texts.			
	SL.5	Add detail by drawing.			
	L.5 a & b	Sort objects into groups. Use opposites to demonstrate understanding of verbs and adjectives.			
	W.1-Opinion	Express opinion through drawing or writing.			

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	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Progress Monitoring /Data
Week 6	RI.3; RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>Graphic Organizer completed individually (e.g. Venn Diagram)</li> </ul>	<ul style="list-style-type: none"> <li>I Station</li> <li><a href="#">Common Formative Assessment Reading</a></li> <li><a href="#">Journeys Unit 4</a></li> </ul>
	RL.5	Recognize common types of texts.		
	SL.5	Add detail by drawing.		
	L.5 a & b	Sort objects into groups. Use opposites to demonstrate understanding of verbs and adjectives.		
	W.1-Opinion	Express opinion through drawing or writing.		

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question: How do the illustrations help us ask and answer questions to understand text?**

**Final Product/Assessment: Students will work collaboratively to report about a text using self-created illustrations.**

	Standards	Student Learning Target:	Assessments of Essential Learning Targets	Student Outcomes	Resources
Week 7	RL.7; RI.7	Explain how illustrations relate to text.	Teacher observation of students' ability to: <ul style="list-style-type: none"> <li>Answer questions about the text using the illustrations</li> </ul>	<ul style="list-style-type: none"> <li>I can look at the illustrations and describe what is happening in the story.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Teacher resource Peter Rabbit (Learn Zillion)</a></li> </ul>
	RL.5	Recognize common types of texts.			
	SL.2	Ask and answer questions to clarify understanding.			
	L.1 b-f L1.a	Print letters. Speak in complete sentences.			

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		Use words that have more than one meaning. Use words to show where things are located.	<ul style="list-style-type: none"> <li>• Listen and sketch</li> <li>• Use complete sentences using plural nouns and prepositional phrases</li> <li>• Participate in whole group listening activities</li> <li>• Student letter-writing samples</li> <li>• Students work samples (e.g. My favorite _____ is because ____, I like ____ because ____, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions to understand what my teacher is reading.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Asking and Answer Question Teacher Resource</a></li> </ul>
	W.1	Demonstrate opinion through drawing and/or writing.			
Week 8	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Student Outcomes</b>	<b>Resources</b>
	RL.7; RI.7	Explain how illustrations relate to text.	<ul style="list-style-type: none"> <li>• Students work collaboratively to report about a text using the illustrations</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Common Formative Assessment Language</a></li> <li>•</li> </ul>
	RL.5	Recognize common types of texts.			
	SL.2	Ask and answer questions to clarify understanding.			
	L.1a- f	Print letters. Speak in complete sentences. Use words that have more than one meaning. Use words to show where things are located.			
	W.1-Opinion	Demonstrate opinion through drawing and/or writing.			
<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Student Outcomes</b>	<b>Resources</b>	
RL.7; RI.7	Explain how illustrations relate to text.	<ul style="list-style-type: none"> <li>• See weeks one and two assessments.</li> <li>• Student work samples and journaling (integrate with science and/or social studies)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
RL.5	Recognize common types of texts.				
SL.2	Ask and answer questions to clarify understanding.				
L.1a- f	Print letters. Speak in complete sentences. Use words that have more than one meaning. Use words to show where things are located.				
W.2- Expository	Demonstrate learning through writing and drawing.				

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**Quarter 3**

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

<b>Standards</b>	<b>Student Learning Targets</b>
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question: How does expository writing relate to us?**

**Final Product/Assessment: Students will write and/or draw about what they have learned.**

	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	
<b>Week 1</b>	RL.1; RI.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• PLC-created rubric for asking/answering questions</li> <li>• Assess in conjunction with writing and/or reading activities (e.g. listen and sketch).</li> <li>• Integration of homophones while speaking</li> <li>• Student work samples and journaling (integrate with science and/or social studies)</li> </ul>	•
	SL.4	Use details in description.		
	L.4	Use words that have more than one meaning.		
	W.2-Expository	Demonstrate learning through writing and drawing.		
<b>Week 2</b>	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	
	RL.1; RI.1	Ask and answer questions about key details in a text.	• See week one assessments.	<b>Unit 5 Journeys</b>
	SL.4	Use details in description.		

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	L.4	Use words that have more than one meaning.	<ul style="list-style-type: none"> <li>PLC-created rubric for expository writing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	W.2-Expository	Demonstrate learning through writing and drawing.		
Week 3	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	
	RL.1; RI.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>See weeks one and two assessments.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	SL.4	Use details in description.		
	L.4	Use words that have more than one meaning.		
	W.2-Expository	Demonstrate learning through writing and drawing.		

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question: How do the elements of text help us to retell it with detail?**

**Final Product/Assessment: Students will retell with details based on a PLC-created rubric.**

Week 4	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>
	RL.3; RI.2	Identify characters, setting, and main topic to retell a story or text.	<ul style="list-style-type: none"> <li>PLC-created rubric for retelling with details.</li> <li>Writing, reading and/or discussion activities.</li> <li>Integration of homophones while speaking</li> <li>Student work samples and journaling (integrate with science and/or social studies)</li> <li>PLC-created rubric for expository writing</li> </ul>
	SL.4	Use details in description.	
	L.4	Use words that have more than one meaning.	
	W.2-Expository	Demonstrate learning through writing and drawing.	



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Week 5	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RL.3; RI.2	Identify characters, setting, and main topic of a text.	<ul style="list-style-type: none"> <li>See week one assessments.</li> </ul>	
	SL.4	Use details in description.		
	L.4	Use words that have more than one meaning.		
W.2-Expository	Demonstrate learning through writing and drawing.			
Week 6	Standards	Student Learning Target:	Assessments of Essential Learning Targets	
	RL.1; RI.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>See week one assessments.</li> </ul>	
	SL.4	Use details in description.		
	L.4	Use words that have more than one meaning.		
W.2-Expository	Demonstrate learning through writing and drawing.			

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

**Essential Question: How do we use expository writing to make connections between texts?**

**Final Product/Assessment: Students will write and draw an expository piece to make connections between texts.**

Week 7	Standards	Student Learning Target:	Assessments of Essential Learning Targets
	RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>Teacher-guided Graphic Organizer (e.g. Venn Diagram)</li> <li>Writing, reading and/or discussion activities.</li> <li>Student work samples and journaling (integrate with science and/or social studies)</li> <li>PLC-created rubric for expository writing</li> </ul>
	SL.2	Ask and answer questions to clarify understanding.	
	L.2 a & b L.2 c & d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.	
W.2-Expository	Demonstrate learning through writing and drawing.		

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	Standards	Student Learning Target:	Assessments of Essential Learning Targets
Week 8	RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>See week one assessments.</li> </ul>
	SL.2	Ask and answer questions to clarify understanding.	
	L.2 a & b L.2 c & d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.	
	W.2-Expository	Demonstrate learning through writing and drawing.	
Week 9	Standards	Student Learning Target:	Assessments of Essential Learning Targets
	RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>See week one assessments.</li> </ul>
	SL.2	Ask and answer questions to clarify understanding.	
	L.2 a & b L.2 c & d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.	
W.2-Expository	Demonstrate learning through writing and drawing.		

### Quarter 4

**Embedded Standards: These standards are yearlong ongoing standards that should be taught to mastery by the end of the year.**

Standards	Student Learning Targets
<b>RL.K.1 &amp; RI.K.1</b>	<b>Ask and answer questions about key details in a text</b>
<b>RL.K.10 &amp; RI.K.10</b>	<b>Actively engage in reading activities with purpose and understanding</b>
<b>RF.K.1</b>	<b>Demonstrate understanding of the organization basic features of print</b>
<b>RF.K.2</b>	<b>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</b>
<b>RF.K.3</b>	<b>Know and apply grade level phonics and word analysis skills in decoding words.</b>
<b>RF.K.4</b>	<b>Read emergent reader text with purpose and understanding</b>
<b>L.K.2</b>	<b>Writing conventions – capitalization, punctuation &amp; spelling</b>
<b>SL.K.3</b>	<b>Ask questions to clarify something not understood</b>

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<b>Essential Question:</b> How do we choose the appropriate type of writing to respond to text?				
<b>Final Product/Assessment:</b> Students will write and draw a narrative, opinion or expository piece in order to respond to text.				
	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	<b>Resources</b>
<b>Week 1-3</b>	RL.4	Ask questions to clarify unfamiliar words.	<ul style="list-style-type: none"> <li>• Writing, reading and/or discussion activities.</li> <li>• Dictation</li> <li>• PLC-created rubric for narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Journeys Unit 6</li> </ul>
	RI.8	Explain the reasons why the author included key details in the text.		
	L.2 a & b L.2 c & d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.		
	W.3-Narrative	Draw a picture and write about it using details		
<b>Week 4-6</b>	<b>Standards</b>	<b>Student Learning Target:</b>	<b>Assessments of Essential Learning Targets</b>	
	RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>• Student-created graphic organizer (e.g. Venn Diagram)</li> <li>• See week one assessments.</li> <li>• PLC-created rubric for opinion writing</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	RI.8	Explain the reasons why the author included key details in the text.		
	L.2 a & b L.2 c & d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.		
	W.1-Opinion	Draw a picture and write about opinion using supporting details		
<b>Week 7-9</b>	<b>Standards</b>	<b>Student Learning Target: ...</b>	<b>Assessments of Essential Learning Targets</b>	
	RL.9; RI.9	Describe connections between individuals, events or texts. Compare and contrast characters or texts.	<ul style="list-style-type: none"> <li>• See weeks one and two assessments.</li> <li>• PLC-created rubric for expository writing</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	RI.8	Explain the reasons why the author included key details in the text.		
	L.2 a-d	Use capitalization and punctuation correctly in sentence development. Spell simple words correctly.		
	W.2-Expository	Write and draw about learning on a topic using details.		