

## Standards Scope and Sequence, Kindergarten

### Quarter: 1

Unit 1	Unit 2
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>            K.RL.1: With prompting and support, ask and answer questions about key details in a text.            K.RL.2: With prompting and support, retell familiar stories, including key details.            K.RL.3: With prompting and support, identify characters, settings, and major events in a story.  <b>Craft and Structure</b>            K.RL.4: Ask and answer questions about unknown words in a text.            K.RL.5: Recognize common types of texts (e.g., storybooks, poems).  <b>Integration of Knowledge and Ideas</b>            K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.            K.RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  <b>Range of Reading and Level of Text Complexity</b>            K.RL.10: Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>            K.RI.5: Identify the front cover, back cover, and title page of the book.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas</b>            K.RI.1: With prompting and support, ask and answer questions about key details in a text.            K.RI.2: With prompting and support, identify the main topic and retell key details of a text.            K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>Craft and Structure</b>            K.RI.4: With prompting and support, ask and answer questions about unknown words in a text.            K.RI.5: Identify the front cover, back cover, and title page of the book.            K.RI.6: Name the author and the illustrator of a text and define the role of each in presenting the idea or information in a text.  <b>Integration of Knowledge and Ideas</b>            K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <b>Range of Reading and Level of Text Complexity</b>            K.RI.10: Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.  <b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.  <b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>

**Standards Scope and Sequence, Kindergarten**  
**Quarter: 1**

Unit 1	Unit 2
<p>a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b>  K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multi-syllable words.  d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b>  K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b>  K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multi-syllable words.  d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b>  K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing: Narrative</b>  <b>Text Types and Purposes</b>  K.W.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.</p> <p><b>Production and Distribution of Writing</b>  K.W.4: (Begins in grade 3)  K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b>  K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Range of Writing</b>  K.W.10: (Begins in grade 3)</p>	<p><b>Writing: Narrative</b>  <b>Text Types and Purpose</b>  K.W.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.6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Production and Distribution of Writing</b>  K.W.4: (Begins in grade 3)  K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b>  K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Standards Scope and Sequence, Kindergarten

### Quarter: 1

Unit 1	Unit 2
<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>            K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.            a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).            b. Continue a conversation through multiple exchanges.            K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.            K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b>            K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.            K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.            K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>            K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.            a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).            b. Continue a conversation through multiple exchanges.            K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.            K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b>            K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.            K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.            K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b>  <b>Conventions and Standards</b>            K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b>            K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.            K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.            K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Language</b>            K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b>            K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.            K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.            K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

## Standards Scope and Sequence, Grade Kindergarten

### Quarter: 2

Unit 3	Unit 4
<p><b>Reading: Literature</b>            K.RL.1: With prompting and support, ask and answer questions about key details in a text.            K.RL.2: With prompting and support, retell familiar stories, including key details.            K.RL.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure</b>            K.RL.4: Ask and answer questions about unknown words in a text.            K.RL.5: Recognize common types of texts (e.g., storybooks, poems).            K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Integration of Knowledge and Ideas</b>            K.RL. 7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).            K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Range of Reading and Level of Text Complexity</b>            K.RL.10: Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>            K.RI.5: Identify the front cover, back cover, and title page of the book.</p>	<p><b>Reading: Informational Text</b>            K.RI.1: With prompting and support, ask and answer questions about key details in a text.            K.RI.2: With prompting and support, identify the main topic and retell key details of a text.            K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure</b>            K.RI.4: With prompting and support, ask and answer questions about unknown words in a text.            K.RI.5: Identify the front cover, back cover, and title page of a book.            K.R.6: Name the author and the illustrator of a text and define the role of each in presenting the idea or information in a text.</p> <p><b>Integration of Knowledge and Ideas</b>            K.RI. 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).            K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.            K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Range of Reading and Level of Text Complexity</b>            K.RI.10: Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds</p>	<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds</p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 2**

Unit 3	Unit 4
<p>(phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b></p> <p>K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p>K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>(phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b></p> <p>K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p>K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing: Information/Expository</b></p> <p><b>Text Types and Purpose</b></p> <p>K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.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.</p> <p><b>Production and Distribution of Writing</b></p> <p>K.W.4: (Begins in grade 3)</p> <p>K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W. 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>Writing: Information/Expository</b></p> <p><b>Text Types and Purpose</b></p> <p>K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>K.W.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.</p> <p><b>Production and Distribution of Writing</b></p> <p>K.W.4: (Begins in grade 3)</p> <p>K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W. 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 2**

Unit 3	Unit 4
<p>K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Range of Writing</b> K.W.10: (Begins in grade 3)</p>	<p>K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Range of Writing</b> K.W.10: (Begins in grade 3)</p>
<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b> K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b> K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b> <b>Conventions of Standard English</b> K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b> K.L.3: (Begins in grade 2)</p> <p><b>Vocabulary Acquisition and Use</b> K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. K.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. K.L.6: Acquire and use accurately grade-appropriate general academic and</p>	<p><b>Language</b> <b>Conventions of Standard English</b> K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b> K.L.3: (Begins in grade 2)</p> <p><b>Vocabulary Acquisition and Use</b> K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. K.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. K.L.6: Use words and phrases acquired through conversations, reading and</p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 2**

<b>Unit 3</b>	<b>Unit 4</b>
domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	being read to, and responding to texts.

## Standards Scope and Sequence, Grade Kindergarten

### Quarter: 3

Unit 5	Unit 6
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>            K.RL.1: With prompting and support, ask and answer questions about key details in a text.            K.RL.2: With prompting and support, retell familiar stories, including key details.            K.RL.3: With prompting and support, identify characters, settings, and major events in a story.  <b>Craft and Structure</b>            K.RL.4: Ask and answer questions about unknown words in a text.            K.RL.5: Recognize common types of texts (e.g., storybooks, poems).  <b>Integration of Knowledge and Ideas</b>            K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.            K.RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).            K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <b>Range of Reading and Level of Text Complexity</b>            K.RL.10: Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>            K.RI.5: Identify the front cover, back cover, and title page of the book.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>            K.RI.1: With prompting and support, ask and answer questions about key details in a text.            K.RI.2: With prompting and support, identify the main topic and retell key details of a text.  <b>Craft and Structure</b>            K.RI.5: Identify the front cover, back cover, and title page of a book.            K.RI.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>            K.RI. 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).            K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.  <b>Range of reading and Level of Text Complexity</b>            K.RI.10: Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.  <b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds</p>	<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            K.RF.1: Demonstrate understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom, and page by page.            b. Recognize that spoken words are represented in written language by specific sequences of letters.            c. Understand that words are separated by spaces in print.            d. Recognize and name all upper- and lowercase letters of the alphabet.  <b>Phonological Awareness</b>            K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds</p>



**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 3**

Unit 5	Unit 6
<p>(phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b> K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b> K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>(phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b> K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b> K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing: Opinion</b> <b>Text Types and Purpose</b> K.W.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 or preference about the topic or book (e.g., <i>My favorite book is . . .</i>)</p> <p><b>Production and Distribution of Writing</b> K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>Research to Build and Present Knowledge</b> K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Writing: Opinion</b> <b>Text Types and Purpose</b> K.W.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 or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>Production and Distribution of Writing</b> K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b> K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p>	<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 3**

Unit 5	Unit 6
<p>K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 4**

Unit 7	Unit 8
<p><b>Reading: Literature</b> <b>Key Ideas and Details</b> K.RL.1: With prompting and support, ask and answer questions about key details in a text. K.RL.2: With prompting and support, retell familiar stories, including key details. K.RL.3: With prompting and support, identify characters, settings, and major events in a story. <b>Craft and Structure</b> K.RL.4: Ask and answer questions about unknown words in a text. K.RL.5: Recognize common types of texts (e.g., storybooks, poems). <b>Integration of Knowledge and Ideas</b> K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>Range of Reading and Level of Text Complexity</b> K.RL.10: Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Informational Text</b> <b>Craft and Structure</b> K.RI.5: Identify the front cover, back cover, and title page of the book.</p>	<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> K.RI.1: With prompting and support, ask and answer questions about key details in a text. K.RI.2: With prompting and support, identify the main topic and retell key details of a text. K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>Craft and Structure</b> K.RI.4: With prompting and support, ask and answer questions about unknown words in a text. K.RI.5: Identify the front cover, back cover, and title page of a book. K.RI.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> K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>Range of reading and Level of Text Complexity</b> K.RI.10: Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b> K.RF.1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <b>Phonological Awareness</b></p>	<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b> K.RF.1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <b>Phonological Awareness</b></p>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 4**

Unit 7	Unit 8
<p>K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b></p> <p>K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p>K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition</b></p> <p>K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p>K.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing: Narrative</b></p> <p><b>Text Types and Purposes</b></p> <p>K.W.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.</p> <p><b>Production and Distribution of Writing</b></p> <p>K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Writing: Narrative</b></p> <p><b>Text Types and Purposes</b></p> <p>K.W.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.</p> <p><b>Production and Distribution of Writing</b></p> <p>K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Speaking and Listening</b>	<b>Speaking and Listening</b>

**Standards Scope and Sequence, Grade Kindergarten**  
**Quarter: 4**

Unit 7	Unit 8
<p><b>Comprehension and Collaboration</b> K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b> K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Comprehension and Collaboration</b> K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b> K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b> <b>Conventions of Standard English</b> K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b> K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Language</b> <b>Conventions of Standard English</b> K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary and Acquisition and Use</b> K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. K.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>