

Reading Understandings							
Overall Focus: Students will use letters, words, and basic concepts of print to decode and comprehend texts. Students will communicate through drawings, words, and speaking using technology when appropriate.					District/CCSS Standard	Pacing	Key Vocabulary
<b>Print Concepts</b>							
<b>K.EL.1 Understanding: Students will identify, read and write letters, high frequency words, and sentences.</b>							
<i>Students who demonstrate understanding will be able to:</i>							
K.EL.1.1	Identify and name all upper-and lowercase letters of the alphabet				K.RF.1d	capital letter, uppercase, capitalize, period, question, exclamation point	
K.EL.1.2	Print (all) upper and lowercase letters.				K.L.1a, 1.L.1a		
K.EL.1.3	Identify the primary sound for all upper-and lowercase letters of the alphabet.				K.RF.3c		
K.EL.1.4	Understand that words are separated by spaces in print.				K.RF.1c		
K.EL.1.5	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)				1.RF.1.1A, K.L.2b, K.L.2a		
K.EL.1.6	Prints first name legibly				district standard		
<b>Phonological Awareness</b>							
<b>K.EL.2 Understanding: Students will manipulate spoken words, syllables, and sounds. DOK 2</b>							
<i>Students who demonstrate understanding will be able to:</i>							
K.EL.2.1	Recognize and produce rhyming words.				K.RF.2a	consonant, vowel, rhyme	
K.EL.2.2	Count, pronounce, blend, and segment syllables in spoken words.				K.RF.2b		
K.EL.2.3	Blend and segment onsets and rimes of single-syllable spoken words.				K.RF.2c		
K.EL.2.5	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/ (bonus or glued) or /r/ (r controlled).)				K.RF.2d, 1.RF.1.2.C		
K.EL.2.6	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				K.RF.2e		
K.EL.2.7	Segment a spoken word and identify its onset.				K.RF.2c		
<b>Phonics</b>							
<b>K.EL.3 Understanding: Students will apply grade-level phonics and word analysis skills to decode and spell words and identify sight words.</b>							
<i>Students who demonstrate understanding will be able to:</i>							
K.EL.3.1	Write a letter or letters for most consonant and short-vowel sounds (phonemes).				K.L.2c	digraph, consonant, vowel	
K.EL.3.2	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.				K.RF.3.A		
K.EL.3.3	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.				K.RF.3.B		
K.EL.3.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.				K.RF.3.D		
K.EL.3.5	Encode regularly spelled one syllable CVC words, including digraphs.				K.L.2d, 1.RF.3.A		
K.EL.3.6	With prompting and support, decode regularly spelled one syllable CVC words, including digraphs				district standard		
<b>Fluency and Word Recognition</b>							
<b>K.EL.4 Understanding: Students will read with appropriate accuracy and fluency in a variety of genres.</b>							
<i>Students who demonstrate understanding will be able to:</i>							
K.EL.4.1	Follow words from left to right, top to bottom, and page by page.				K.RF.1a		

K.EL.4.2	Recognize that spoken words are represented in written language by specific sequences of letters.				K.RF.1b	
K.EL.4.3	Read emergent-reader texts with purpose and understanding.				K.RF.4	
K.EL.4.4	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).				K.RF.3c	
<b>Comprehension Skills</b>	<b>Literature</b>					
<b>K.EL.5 Understanding: Students will engage in a text by asking and answering questions to better understand the content and structure of a text</b>						title, detail, character, setting, summarize, summary, problem, solution, sequence, predict <b>DOK 2</b> , infer, author, illustrator, connection
	<i>Students who demonstrate understanding will be able to:</i>					
<b>Key Ideas:</b>						
K.EL.5.1	With prompting and support, ask and answer questions about key details in a text, or to clarify something that is not understood.				K.RL.1, K.SL.2, K.SL.K.3, K.SL.6	
K.EL.5.2	With prompting and support, retell familiar stories, including key details.				K.RL.2	
K.EL.5.3	With prompting and support, identify characters, settings, and major events in a story.				K.RL.K.3	
<b>Craft and Structure:</b>						
K.EL.5.4	Ask and answer questions about unknown words in a text.				K.RL.4, K.SL.K.3, K.SL.6	
K.EL.5.5	Recognize common types of texts (e.g., storybooks, poems).				K.RL.5	
K.EL.5.6	Identify the front cover, back cover, and title page of a book.				District	
K.EL.5.7	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				K.RL.6, K.SL.6	
<b>Integration of Knowledge and Ideas:</b>						
K.EL.5.8	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.7, K.SL.6	
K.EL.5.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				K.RL.9	
<b>Range of Reading and Level of Text Complexity:</b>						
K.EL.5.9	Actively engage in group reading activities with purpose and understanding.				K.RL.10	
<b>Comprehension Skills</b>	<b>Informational</b>					
<b>K.EL.6 Understanding: Students will engage in a text by asking and answering questions to better understand the content and structure of a text</b>						title, detail, heading, chart, graph, connection, author, summary, main idea, main topic
	<i>Students who demonstrate understanding will be able to:</i>					
<b>Key Ideas and Details:</b>						
K.EL.6.1	With prompting and support, ask and answer questions about key details in a text, or to clarify something that is not understood.				K.RI.1, K.SL.2, K.SL.K.3, K.SL.6	
K.EL.6.2	With prompting and support, identify the main topic and retell key details of a text.				K.RI.2	
K.EL.6.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				K.RI.3	
<b>Craft and Structure:</b>						

K.EL.6.4	With prompting and support, ask and answer questions about unknown words in a text.			K.RI.4, K.SL.K.3, K.SL.6		
K.EL.6.5	Identify the front cover, back cover, and title page of a book.			K.RI.5		
K.EL.6.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			K.RI.6, K.SL.6		
<b>Integration of Knowledge and Ideas:</b>						
K.EL.6.7	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.7, K.SL.6		
K.EL.6.8	With prompting and support, identify the reasons an author gives to support points in a text.			K.RI.8, K.SL.6		
K.EL.6.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			K.RI.9, K.SL.6		
<b>Range of Reading and Level of Text Complexity:</b>						
K.EL.6.10	Actively engage in group reading activities with purpose and understanding.			RI.K.10		
<b>Writing</b>						
<b>K.EL.7 Understanding: Students will write, revise and publish text for a specific purpose and create illustrations as supporting detail. DOK 4</b>						opinion, narrative, informative/explanatory, how-to, edit, revise, publish, illustration
<i>Students who demonstrate understanding will be able to:</i>						
<b>Text Types and Purposes:</b>						
K.EL.7.1	Compose <b>opinion</b> pieces, supported by illustrations, to tell a reader the topic or the name of the book they are writing about and state an opinion about the topic or book (e.g., My favorite book is...).			district standard		
K.EL.7.2	Compose <b>informative/explanatory</b> texts, supported by illustrations, to name what they are writing about and supply information about the topic in a cohesive manner using at least 3 complete sentences.			district standard		
K.EL.7.3	<b>Narrate</b> a single event or several loosely linked events, supported by illustrations, to tell about the events in the order in which they occurred, and provide a reaction to what happened with a minimum of 3 complete sentences containing a beginning, middle, and end.			district standard		
<b>Production and Distribution of Writing:</b>						
K.EL.7.4	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			K.W.5		
K.EL.7.5	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			K.W.6	iste	
K.EL.7.6	Add drawings or other visual displays to descriptions as desired to provide additional detail.			K.SL.5		
<b>Research to Build and Present Knowledge:</b>						
K.EL.7.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			K.W.7	iste	

K.EL.7.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			K.W.8	iste	
<b>Grammar</b>	<b>(Writing and Speaking)</b>					
<b>K.EL.8 Understanding:</b>	<b>Students will use conventions of standard English grammar when writing or speaking. Students will determine the meaning of unknown words.</b>					noun, verb, preposition, adjective, sort, category, affix,
	<b>Students who demonstrate understanding will be able to:</b>					
K.EL.8.1	Use and form frequently occurring nouns, verbs and plural nouns			K.L.1b, K.L.1c		
K.EL.8.2	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			K.L.1d		
K.EL.8.3	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			K.L.1e		
K.EL.8.4	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			K.L.4a		
K.EL.8.5	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. K.L.4b			K.L.4b		
K.EL.8.6	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			K.L.5b		
K.EL.8.7	Identify real-life connections between words and their use (e.g., note places at school that are colorful).			K.L.5c		
K.EL.8.8	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			K.L.5d		
K.EL.8.9	Sort words to gain a sense of the concepts the categories represent (colors, clothing) DOK 2			K.L5a		match(DOK 1), compare, contrast (DOK 2)
<b>Speaking and Listening</b>						
<b>K.EL.9 Understanding:</b>	<b>Students will listen or speak to communicate.</b>					rule,
	<b>Students who demonstrate understanding will be able to:</b>					
<b>Comprehension and Collaboration:</b>						
K.EL.9.1	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).			K.SL.1a		
K.EL.9.2	Continue a conversation through multiple exchanges.			K.SL.1b, K.L.1f, K.SL.6		
<b>Presentation of Knowledge and Ideas:</b>						
K.EL.9.3	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			K.SL.4		
K.EL.9.4	Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences.			K.SL.6		