



# **POCONO MOUNTAIN SCHOOL DISTRICT**

**English Language Arts  
Common Core Standards  
Grade K**

# Kindergarten Curriculum Map

## Skills Unit 1

<b>Unit Summary</b> <p>Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate awareness of environmental sounds and words in sentences</li> <li>• Draw a number of writing strokes that are prerequisites for writing letters</li> <li>• Demonstrate spatial and body awareness</li> <li>• Hold writing utensils using the tripod grip</li> <li>• Describe the meaning of position words</li> <li>• Student Performance Assessment</li> </ul>			
				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Environmental noises and words in sentences make different sounds.</li> <li>• Speech is made up of words.</li> <li>• Position words describe a relative location.</li> <li>• Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RF.K.1 RF.K.1a RF.K.1b RF.K.2		SL.K.1 SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1e	RF.K.1a RF.K.2			

## Skills Unit 2

<b>Unit Summary</b>  Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Orally blend syllables and two- and three phonemes to form words</li> <li>• Identify beginning sounds of words</li> <li>• Use position words: left, right, top, bottom</li> <li>• Track left to right, top to bottom</li> <li>• Draw a number of writing strokes that are prerequisites for writing letters</li> <li>• Hold writing utensils using the tripod grip</li> <li>• Student Performance Assessment</li> </ul>			
				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Words are made of sound parts (syllables, phonemes).</li> <li>• Phonemes (sounds) are blended to form words.</li> <li>• Position words describe a relative location.</li> <li>• Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RF.K.1 RF.K.1a RF.K.1b RF.K.2 RF.K.2b RF.K.2c RF.K.2d RF.K.2e		SL.K.1 SL.K.3 SL.K.6	L.K.1 L.K.1e	RF.K.1a RF.K.2b			

## Skills Unit 3

<b>Unit Summary</b>  Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend sounds to form words</li> <li>Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ &gt;'c', /g/, /i/</li> <li>Blend and read printed VC and CVC words</li> <li>Change sounds in simple words to create new words</li> <li>Read Tricky Words <i>one, two, three</i></li> <li>Student Performance Assessment</li> </ul>			
				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)</li> <li>Sounds in words are represented with symbols (sound pictures).</li> <li>Sounds pictures can be blended to read words.</li> <li>Sound pictures are used to spell words.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.1	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c

## Skills Unit 4

<b>Unit Summary</b>  Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Orally blend and segment sounds in words</li> <li>• Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/</li> <li>• Blend and read printed VC and CVC words</li> <li>• Change sounds in words to create new words</li> <li>• Write dictated words</li> <li>• Read Tricky Words <i>a, the</i></li> <li>• Read phrases in a decodable text</li> <li>• Student Performance Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Pet Fun</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students are introduced to the decodable Big Book, <i>Pet Fun</i>.</li> <li>• Print concepts and fluency are reinforced using the Big Book.</li> <li>• Sounds/symbols can be blended to read words.</li> <li>• Symbols are used to spell words.</li> <li>• Words make up phrases and sentences.</li> <li>• Words are read from left to right.</li> <li>• Words in a book tell a story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2 RF.K.2c RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a			L.K.1a L.K.2c



## Skills Unit 5

<b>Unit Summary</b>  Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Discriminate between vowel sounds in words</li> <li>• Practice sound/letter correspondences</li> <li>• Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'</li> <li>• Change sounds in words to create new words</li> <li>• Read and write simple VC and CVC words</li> <li>• Read Tricky Words <i>blue, yellow, look</i></li> <li>• Read sentences in a decodable text</li> <li>• Student Performance Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Ox and Man</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The decodable Big Book <i>Ox and Man</i> is used to reinforce print concepts, model fluency, and provides practice reading complete sentences.</li> <li>• Words are spelled with sound pictures (letters).</li> <li>• There are uppercase and lowercase sound pictures.</li> <li>• Words make up phrases and sentences.</li> <li>• Sentences begin with a capital letter (sound picture) and end with a period.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d	RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2a	L.K.1a L.K.2d

## Skills Unit 6

<b>Unit Summary</b>  Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Orally blend sounds to form words</li> <li>• Identify sound pictures by their letter names</li> <li>• Identify and create rhyming words</li> <li>• Blend and read words with consonant clusters of up to five sounds</li> <li>• Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words <i>I, are, and little</i></li> <li>• Read stories in the decodable Reader</li> <li>• Demonstrate comprehension by answering story questions</li> <li>• Student Performance Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Kit</i> <b>Text Type:</b> Literary <b>Lexile:</b> 330L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.</li> <li>• Sound pictures are called letters, and each one has a name.</li> <li>• Letters make up the alphabet and are arranged in alphabetical order</li> <li>• Sentences begin with a capital letter (sound picture) and end with a period.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.3 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.5	L.K.1a L.K.1c L.K.1d L.K.1e L.K.1f L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5d	RL.K.1 RL.K.3 RL.K.7 RF.K.2c RF.K.3a RF.K.3b RF.K.3d RF.K.4			L.K.2d

# Kindergarten Curriculum Map

## Skills Unit 7

<b>Unit Summary</b>  Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment words with consonant clusters</li> <li>Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/</li> <li>Read and spell words with consonant clusters</li> <li>Read Tricky Words <i>down, out, of</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Seth</i> <b>Text Type:</b> Literary <b>Lexile:</b> 450L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Students use the decodable Reader <i>Seth</i> to practice fluency and print concepts.</li> <li><i>Seth</i> is a series of chapters about a young boy his family, and friends.</li> <li>Digraphs are two letters that make a single sound.</li> <li>Consonant clusters are blended so two individual sounds are heard.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.5 L.K.5b	RL.K.1 RL.K.7 RF.K.1d RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2d



# Kindergarten Curriculum Map

## Skills Unit 8

<b>Unit Summary</b>  Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Review vowel sounds, digraphs, and other sounds and spellings</li> <li>• Read and spell words with double-letter spellings</li> <li>• Read Tricky Words <i>funny, all, was, from</i></li> <li>• Read stories in the decodable Reader</li> <li>• Demonstrate comprehension by answering story questions</li> <li>• Student Performance Assessment</li> </ul>			
<b>20 Days</b>				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The decodable Reader, Sam is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside.</li> <li>• Double-letter spellings most frequently follow a short vowel sound.</li> <li>• Sentences have different ending marks, depending on the type of sentence.</li> <li>• Apostrophes show possession or are used in contractions.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2a RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.4			L.K.2d

# Kindergarten Curriculum Map

## Skills Unit 9

<b>Unit Summary</b>  Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation, and sentence reading.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Orally blend two-syllable words</li> <li>• Read and spell words with previously taught sound/letter correspondences</li> <li>• Read new and previously learned Tricky Words</li> <li>• Write uppercase letters</li> <li>• Write dictated phrases</li> <li>• Identify correct end mark punctuation in complete sentences</li> <li>• Read stories in the decodable Reader</li> <li>• Answering story questions by drawing/writing</li> <li>• Student Performance Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Zach and Ann</i> <b>Text Type:</b> Literary <b>Lexile:</b> 310L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The chapters in the decodable Reader focus on a brother and sister and their adventures.</li> <li>• Letter names and the sounds they make</li> <li>• Uppercase letter formation</li> <li>• Sentences have different ending marks, depending on the type of sentence.</li> <li>• Answering questions about the story through discussions and in writing</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2f RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5 L.K.6	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2f RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2c

# Kindergarten Curriculum Map

## Skills Unit 10

<b>Unit Summary</b>  Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment two-syllable words</li> <li>Read new and previously learned Tricky Words</li> <li>Divide syllables in words</li> <li>Read and spell words with long vowels and separated digraphs (cvce)</li> <li>Recognize apostrophes that show possession or used in contractions</li> <li>Use punctuation marks while reading connected text</li> <li>Answer story questions during discussions and in writing</li> <li>End-of-the-Year Assessment</li> </ul>			
<b>Anchor Text:</b> <i>Scott</i> <b>Text Type:</b> Literary <b>Lexile:</b> 400L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds.</li> <li>Vowels make long and short sounds.</li> <li>Separated digraphs use the Magic 'e' to form words with long vowel sounds.</li> <li>Sound spellings are used to read and spell words in phrases and sentences.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
RL.K.1 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2b RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.	RL.K.1 RL.K.7 RF.K.1d RF.K.2b RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3		

# Common Core Alignment

## READING STANDARDS FOR LITERATURE (RL)

### Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. [RL.K.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, retell familiar stories, including key details. [RL.K.2]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

### Craft and Structure

Ask and answer questions about unknown words in a text. [RL.K.4]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	



## Integration of Knowledge and Ideas

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). [RL.K.7]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

(Not applicable to literature) [RL.K.8]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. [RL.K.10]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## READING STANDARDS FOR INFORMATIONAL TEXT (RI)

### Key Ideas and Details

With prompting and support, ask and answer questions about key details in a text. [RI.K.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, identify the main topic and retell key details of a text. [RI.K.2]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **[RI.K.3]**

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

Craft and Structure													
With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify the front cover, back cover, and title page of a book. [RI.K.5]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

<b>Skills</b>	1	2	3	4	5	6	7	8	9	10			
<b>Knowledge</b>	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## Integration of Knowledge and Ideas

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). **[RI.K.7]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, identify the reasons an author gives to support points in a text. **[RI.K.8]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **[RI.K.9]**

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## Range of Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. [RI.K.10]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

Demonstrate understanding of the organization and basic features of print. [RF.K.1]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Follow words from left to right, top to bottom, and page by page. [RF.K.1a]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Understand that words are separated by spaces in print. [RF.K.1c]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recognize and name all upper- and lowercase letters of the alphabet. [RF.K.1d]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]

Skills	1	2	3	4	5	6	7	8	9	10			
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
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Recognize and produce rhyming words. [RF.K.2a]

Skills	1	2	3	4	5	6	7	8	9	10			
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
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Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]

Skills	1	2	3	4	5	6	7	8	9	10			
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
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Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]

Skills	1	2	3	4	5	6	7	8	9	10			
--------	---	---	---	---	---	---	---	---	---	----	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
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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/.) [RF.K.2d]

Skills	1	2	3	4	5	6	7	8	9	10			
--------	---	---	---	---	---	---	---	---	---	----	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]

Skills	1	2	3	4	5	6	7	8	9	10			
--------	---	---	---	---	---	---	---	---	---	----	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
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## Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]

Skills	1	2	3	4	5	6	7	8	9	10			
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--



Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. [RF.K.3a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [RF.K.3c]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## Fluency

Read emergent-reader texts with purpose and understanding. [RF.K.4]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## WRITING STANDARDS (W)

### Text Types and Purposes

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., *My favorite book is . . .*). [W.K.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

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. [W.K.2]

[W.K.2]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

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. [W.K.3]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## Production and Distribution of Writing

(Begins in Grade 3) [W.K.4]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Begins in Grade 4) [W.K.9]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## Range of Writing

(Begins in Grade 3) [W.K.10]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Continue the conversation through multiple exchanges. [SL.K.1b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

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. [SL.K.2]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## Presentation of Knowledge and Ideas

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

## LANGUAGE STANDARDS (L)

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.K.1]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12



Print many upper- and lowercase letters. [L.K.1a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use frequently occurring nouns and verbs. [L.K.1b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). [L.K.1c]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). [L.K.1d]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). [L.K.1e]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Produce and expand complete sentences in shared language activities. [L.K.1f]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.K.2]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Capitalize the first word in a sentence and the pronoun *I*. [L.K.2a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Recognize and name end punctuation. [L.K.2b]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

<b>Knowledge of Language</b>													
(Begins in Grade 2) [L.K.3]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

<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. [L.K.4]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). [L.K.4a]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. [L.K.4b]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). [L.K.5c]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. [L.K.5d]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Kindergarten

Unit 1–10

## **Skills**

## **Alignment**





# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

#### RF.K.1

Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.1a

Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.1b

Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### Phonological Awareness

#### RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

#### SL.K.1

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	--

#### SL.K.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.

1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	--

#### SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	--

### Presentation of Knowledge and Ideas

#### SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	
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## LANGUAGE STANDARDS (L)

### Conventions of Standard English

#### L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	
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#### L.K.1e

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

1	2	3	4	5	6	7	8	9	10	
---	---	---	---	---	---	---	---	---	----	--

# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

#### RF.K.1

Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.1a

Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.1b

Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### Phonological Awareness

#### RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.2b

Count, pronounce, blend, and segment syllables in spoken words.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### RF.K.2c

Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**RF.K.2d**

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/.)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**RF.K.2e**

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

**SL.K.1**

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**SL.K.3**

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10
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### Presentation of Knowledge and Ideas

**SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



## LANGUAGE STANDARDS (L)

### Conventions of Standard English

#### L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

#### L.K.1e

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Phonological Awareness

#### RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### RF.K.2d

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/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### RF.K.2e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

## Phonics and Word Recognition

### RF.K.3

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

### RF.K.3a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

### RF.K.3b

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

### RF.K.3c

Read common, high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

### RF.K.3d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

## SPEAKING AND LISTENING STANDARDS (SL)

## Comprehension and Collaboration

### SL.K.1

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
---	---	---	---	---	---	---	---	---	----	----	----	----	----

## LANGUAGE STANDARDS (L)

### Conventions of Standard English

#### L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### L.K.1a

Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### L.K.1e

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### L.K.2c

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

#### L.K.2d

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

#### RF.K.1

Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

#### RF.K.1a

Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

#### RF.K.1b

Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

#### RF.K.1c

Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

### Phonological Awareness

#### RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

#### RF.K.2c

Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----



**RF.K.2d**

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/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**RF.K.2e**

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**Phonics and Word Recognition****RF.K.3**

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**RF.K.3a**

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**RF.K.3b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**RF.K.3c**

Read common, high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**RF.K.3d**

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

## SPEAKING AND LISTENING STANDARDS (SL)

### SL.K.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.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

### SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

## Presentation of Knowledge and Ideas

### SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

## LANGUAGE STANDARDS (L)

## Conventions of Standard English

### L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

### L.K.1a

Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**L.K.1e**

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**L.K.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**L.K.2c**

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

**L.K.2d**

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

#### RF.K.1

Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

#### RF.K.1a

Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

#### RF.K.1b

Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

#### RF.K.1c

Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### Phonological Awareness

#### RF.K.2d

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/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

## Phonics and Word Recognition

### RF.K.3

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### RF.K.3a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### RF.K.3b

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### RF.K.3c

Read common, high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### RF.K.3d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

## Fluency

### RF.K.4

Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----



## SPEAKING AND LISTENING STANDARDS (SL)

### Comprehension and Collaboration

#### SL.K.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.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

#### SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

### Presentation of Knowledge and Ideas

#### SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

## LANGUAGE STANDARDS (L)

### Conventions of Standard English

#### L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

#### L.K.1a

Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

**L.K.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

**L.K.2a**

Capitalize the first word in a sentence and the pronoun *I*.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

**L.K.2b**

Recognize and name end punctuation.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

**L.K.2c**

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

**L.K.2d**

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

# Common Core Alignment

X	<b>Primary Focus:</b> Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	<b>Secondary Standards:</b> Standards identified as secondary are broadly addressed in the lesson.

## READING STANDARDS FOR LITERATURE (RL)

### Key Ideas and Details

#### RL.K.1

With prompting and support, ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

#### RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

### Integration of Knowledge and Ideas

#### RL.K.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).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

### Range of Reading and Level of Text Complexity

#### RL.K.10

Actively engage in group reading activities with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

## READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

### Print Concepts

#### RF.K.1a

Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

#### RF.K.1b

Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

#### RF.K.1c

Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

#### RF.K.1d

Recognize and name all upper- and lowercase letters of the alphabet.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

### Phonological Awareness

#### RF.K.2a

Recognize and produce rhyming words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

#### RF.K.2c

Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

### Phonics and Word Recognition

#### RF.K.3

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----

**RF.K.3a**

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**RF.K.3b**

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**RF.K.3c**

Read common, high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**RF.K.3d**

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**Fluency****RF.K.4**

Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**SPEAKING AND LISTENING STANDARDS (SL)****Comprehension and Collaboration****SL.K.1**

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**SL.K.1a**

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	--

**SL.K.1b**

Continue the conversation through multiple exchanges.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

**SL.K.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.

1

2

3

4

5

6

7

8

9

10

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12

13

14

15

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**SL.K.3**

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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**Presentation of Knowledge and Ideas****SL.K.5**

Add drawings or other visual displays to descriptions as desired to provide additional detail.

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**LANGUAGE STANDARDS (L)****Conventions of Standard English****L.K.1a**

Print many upper- and lowercase letters.

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**L.K.1c**

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

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**L.K.1d**

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

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**L.K.1e**

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

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**L.K.1f**

Produce and expand complete sentences in shared language activities.

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**L.K.2a**

Capitalize the first word in a sentence and the pronoun I.

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**L.K.2b**

Recognize and name end punctuation.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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**L.K.2c**

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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**L.K.2d**

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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**Vocabulary Acquisition and Use****L.K.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

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**L.K.4a**

Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

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**L.K.5d**

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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# Alignment to the Common Core State Standards for Phonological Awareness: Kindergarten

CCSS.ELA-Literacy.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

COMMON CORE STATE STANDARDS	ALIGNMENT TO: HEGGERTY PA CURRICULUM
<b>CCSS.ELA-Literacy.RF.K.2a:</b> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2a:</b> <ul style="list-style-type: none"> <li>Rhyme Recognition: Weeks 3-10</li> <li>Rhyme Production: Weeks 11-17</li> </ul>
<b>CCSS.ELA-Literacy.RF.K.2b:</b> <ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2b:</b> <ul style="list-style-type: none"> <li>Blending syllables into spoken words: Weeks 3-6</li> <li>Segmenting syllables into spoken words: counting syllables: Weeks 3-6</li> <li>Adding &amp; Deleting syllables from words: Weeks 3-6</li> </ul>
<b>CCSS.ELA-Literacy.RF.K.2c:</b> <ul style="list-style-type: none"> <li>Blend and segment onsets and rimes of single-syllable spoken words. Hay Diddle Diddle</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2c:</b> <ul style="list-style-type: none"> <li>Blend onsets and rimes in spoken words: Weeks 9-10</li> <li>Segment onsets and rimes: Weeks 7-10</li> <li>**Students blend and segment phonemes in Weeks 11-35</li> </ul>
<b>CCSS.ELA-Literacy.RF.K.2d:</b> <ul style="list-style-type: none"> <li>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/).</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2d:</b> <ul style="list-style-type: none"> <li>Isolating onset phonemes in single-syllable words: Weeks 1-22, 34, 35</li> <li>Isolating the final sound in words: Weeks 1-12, 23-26</li> <li>Isolating the medial sound in words: Weeks 13-22, 27-35</li> </ul>
<b>CCSS.ELA-Literacy.RF.K.2e:</b> <ul style="list-style-type: none"> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.2e:</b> <ul style="list-style-type: none"> <li>Substituting the initial phonemes in spoken words: Weeks 7-27</li> <li>Substituting the final phoneme in spoken words: Weeks 28-31</li> <li>Substituting vowel sounds in words: Week 32-35</li> <li>Adding and Deleting initial phonemes in spoken words: Weeks 7-27</li> <li>Adding and Deleting final phonemes in spoken words: Weeks 28-35</li> </ul>
<b>CCSS.ELA-Literacy.RF.K.1d:</b> <ul style="list-style-type: none"> <li>Print Concepts: Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul>	<b>Weekly Lessons that meet CCSS.ELA-Literacy.RF.K.1d:</b> <ul style="list-style-type: none"> <li>Weeks 1-35 include an Alphabet Knowledge component to help students develop automaticity with letter names and sounds, including consonant digraphs and consonant blends.</li> </ul>



# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Kindergarten

#### APPLICABLE TO ALL UNITS

#### I. Provide Multiple Means of Representation

##### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

##### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

##### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- KWL charts
- Magnetic Letter Boards and Tiles
- Scaffolding
- Skywriting
- Think alouds
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters
- Writing boards

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Kindergarten

#### APPLICABLE TO ALL UNITS

#### II. Provide Multiple Means of Action and Expression

##### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

##### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

##### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

#### Strategic, goal-directed learners

#### Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Guided Questioning
- Integrated and assistive technology
- KWL charts
- Modeling
- Online resources
- Sentence frames
- Think/Pair/Share
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters

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# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Kindergarten

#### APPLICABLE TO ALL UNITS

#### III. Provide Multiple Means of Engagement

##### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

##### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

##### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Cooperative Learning
- Choice Boards
- Differentiated Instruction
- Guided Questioning
- I do, We do, You do
- Modeling
- Online resources

Please utilize the following links for more information:

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