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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RL.1** | With prompting and support, ask and answer questions about key details in a text. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * identify key details in a text * ask questions about key details * answer questions about key details |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell what’s important in a story with help.  1a. I can ask questions about a story.  1b. I can answer questions about a story. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Asking a question, key details, text, story, identify, poetry, drama | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RL.2** | With prompting and support, retell familiar stories, including key details. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * identify key details of a story * retell a familiar story including key details |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can retell a story and tell the important parts with help. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Retell, important/key details, familiar | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RL.3** | With prompting and support, identify characters, settings, and major events in a story. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support: define   * Character * Setting * major events   identify the   * character(s) * setting * major events   of a story | 1. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell what character means with help.  1a. I can tell what setting means with help.  1b. I can tell what important events mean with help.  1c. I can name the characters in a story with help.  1d. I can name the setting of a story with help.  1e. I can name the important events in a story with help. | 1. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Character, setting, major/important events, identify | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Interpret words or phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Craft and Structure | | | | | |
| **K.RL. 4** | Ask and answer questions about unknown words in text. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify unknown words in text  2. Recognize that a question requires an answer | 1. Formulate a question about unknown words in text  2. Use resources /strategies to answer questions about unknown words in text | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell words that I don’t know in a story.  2. I can ask about words I don’t know in a story. | 1. I can ask a question about words I don’t know in a story.  2. I can use different clues to figure out words I don’t know in a story. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Unknown, recognize, text, requires, formulate, clues/strategies | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Craft and Structure | | | | | |
| **K.RL. 5** | Recognize common types of texts (e.g., storybooks, poems). | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize common types of text such as:   * storybooks * poems, etc. |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify a \_\_\_\_\_. (story, poem, play/drama). |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Story, drama/play, poem, identify, text | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Assess how point of view or purpose shapes the content and style of a text. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Craft and Structure | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * name the author * name the illustrator * define what an author * does define what an illustrator does | 1. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can name the author with help.  1a. I can name the illustrator with help.  Ib. I can tell what an author does with help.  1c. I can tell what an illustrator does with help. | 1. | | 1. | 1. |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Author, illustrator, define, role | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Integration of Knowledge and Ideas | | | | | |
| **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). | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify illustrations  2. Know how to describe | 1. With prompting and support, describe a moment in the story using the illustrations that depict it  2. With prompting and support, describe how the illustrations and story are related as they appear | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can find pictures/illustrations in a story.  2. I can tell about the pictures/illustrations in a story. | 1. I can, with help use pictures/illustrations to tell about what’s happening in the story.  2. I can, with help, tell how the pictures/ illustrations and the story go together. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Illustrations, describe, related | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Integration of Knowledge and Ideas | | | | | |
| **K.RL. 9** | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize characters in familiar stories  2. Determine similarities and differences of adventures and experiences in familiar stories | 1. Compare adventures and experiences  2. Contrast adventures and experiences | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify characters in stories I know.  2. I can, with help, tell how things that happen to characters in stories I know are the same and different. | 1 & 2. I can, with help, tell how things that happen to characters in stories I know are the same and different. | | 1. | 1. |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Compare, contrast, experiences, adventures, | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Read and comprehend complex literary and informational text independently and proficiently. | | | | | |
| **STRAND** | **Reading Literature** | | | | | |
| **CLUSTER** | Range of Reading and Level of Text Complexity | | | | | |
| **K.RL. 10** | Actively engage in group reading activities with purpose and understanding. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Actively engage in group reading activities:   * key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text * craft and structure   (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text)   * integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic)   at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1-9   * Understand activities that reflect purpose and understanding of text | 1. Actively engage in group reading activities:   * key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author the illustrator, identify the role of each in presenting the ideas or information in a text) * integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic)   at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1 – 9  Apply activities that reflect purpose and understanding of text | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can understand what it means to be a good reader. | 1. I can take part in activities that will help me be a better reader. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RIT .1** | With prompting and support, ask and answer questions about key details in a text. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * identify key details in informational text * ask questions about key details in informational text * answer questions about key ideas in informational text |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can, with help, tell what’s important in informational text.  1a. I can ask questions about informational text.  1b. I can answer questions about informational text. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Informational text, ask questions, answer questions, important/key details | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RIT .2** | With prompting and support, identify the main topic and retell key details of a text. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * identify the main topic of a text * identify key details of a text   2. Retell key details of a text |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can, with help, tell what the text is mostly about.  1a. I can, with help, tell what the important parts are of a text.  2. I can retell the most important parts of a text. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Informational text, important/key details, main topic, retell | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Key Ideas and Details | | | | | |
| **K.RIT .3** | With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With prompting and support:   * identify key details about an individual discussed in an informational text * identify details about events or ideas in a text | 1. With prompting and support:   * discuss how two   o individuals  o events  o ideas  o pieces of information  in a text connect | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can, with help, name the important things about a person in the text.  1a. I can, with help, name important things in the text. | 1. I can, with help, tell how two \_\_\_\_\_\_ (people, things that happened, facts) go together in the text. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Important/key details, discuss, informational text, individuals/people, facts, events, ideas, connections, connect, describe | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Craft & Structure | | | | | |
| **K.RIT .4** | With prompting and support, ask and answer questions about unknown words in text. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify unknown words in text  2. Recognize that a question requires an answer | 1. Formulate a question about unknown words in a text, with prompting and support  2. Answer questions about unknown words in a text, with prompting and support | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell words that I don’t know in a text.  2. I can ask about words I don’t know in a text. | 1. I can, with help, ask a question about words I don’t know in a text.  2. I can, with help, answer questions about words I don’t know in a text. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Questions, unknown words, text, informational text | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Craft & Structure | | | | | |
| **K.RIT .5** | Identify the front cover, back cover, and title page of a book. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify:   * front cover * back cover * title page |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify the front cover of a book.  1a. I can identify the back cover of a book.  1b. I can identify the title page of a book. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Front cover, back cover, title page, identify | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Assess how point of view or purpose shapes the content and style of a text. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Craft and Structure | | | | | |
| **K.RIT .6** | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Name the author  2. Name the illustrator  3. Define what an author does  4. Define what an illustrator does |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can name the author of a text.  1a. I can name the illustrator of a text.  Ib. I can tell what an author does.  1c. I can tell what an illustrator does. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Author, illustrator, informational text | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Integration of Knowledge and Ideas | | | | | |
| **K.RIT .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). | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify illustrations  2. Identify text  3. Define describe | 1. With prompting and support, describe: people places things ideas that illustrations depict  2. With prompting and support, describe the relationships between illustrations and text | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify pictures/illustrations in a text.  2. I can identify text.  3. I can tell what describe means. | 1. I can, with help, use pictures/illustrations in a text to tell about people, places, things, and ideas.  2. I can, with help, tell how the picture/illustrations and text go together. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Illustrations, text, describe identify | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Integration of Knowledge and Ideas | | | | | |
| **K.RIT .8** | With prompting and support, identify the reasons an author gives to support points in a text. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify reasons the author gives to support points in the text, with prompting and support |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can, with help, identify why the author wrote the points in the text.  \*This does not mean “author’s purpose” |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Author, support, points, text, identify | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Integration of Knowledge and Ideas | | | | | |
| **K.RIT .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). | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify   * basic similarities in and * differences between (e.g.,   o illustrations  o descriptions  o procedures)  two texts on the same  topic |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can, with help, tell how the \_\_\_\_ (illustrations, descriptions, procedures) are alike and different between two texts on the same topic. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Alike, different, illustrations, text, topic, procedures | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Read and comprehend complex literary and informational text independently and proficiently. | | | | | |
| **STRAND** | **Reading Informational Text** | | | | | |
| **CLUSTER** | Range of Reading and Level of Text Complexity | | | | | |
| **K.RIT .10** | Actively engage in group reading activities with purpose and understanding. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Actively engage in group reading activities:   * key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) * integration of Knowledge and Ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic)   at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently  2. Understand activities that reflect purpose and understanding of text | 1. Actively engage in group reading activities:   * key Ideas and details(ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text * ntegration of knowledge and Ideas (describe the relationship between illustrations and the text identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) * at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently  1. Apply activities that reflect purpose and understanding of text. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can understand what it means to be a good reader. | 1. I can take part in activities that will help me be a better reader. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** |  | | | | | |
| **STRAND** | **Reading Foundational Skills** | | | | | |
| **CLUSTER** | Print Concepts | | | | | |
| **K.RFS.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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize that words on a page progress:   * from left to right and * from top to bottom   Recognize that :   * spoken words are represented in written language by specific sequences of letters * recognize that words are separated by spaces in print * recognize that sentences are made up of words * recognize and name all upper- and lowercase letters of the alphabet |  | | 1. Follow:   * words from left to right * words top to bottom * words page by page   2. Name all upper- and lowercase letters of the alphabet |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can show that words on a page go from left to right and from top to bottom.  2a. I can tell that letters can be put together to make words.  2b. I can tell that words are separated by spaces.  2c. I can tell that sentences are made up of words.  2d. I can recognize all upper and lowercase letters. |  | | 1a. I can track words from left to right.  1b. I can track words from top to bottom.  1c. I can track words page to page.  2. I can name all upper and lowercase letters. |  |
| **Activities/ Resources** | Left and right: Cha-cha slide, Pledge of Allegiance, Hokey-pokey, Twister, Dr. Jean’s Mother Goony Bird, Handwriting Without Tears (sensory activities)  Tracking: Shared reading with big books, | | | | |
| **Vocabulary** | Recognize, identify, name, track, sentences, uppercase, lowercase, capital, left, right, top, bottom, letters | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | **N/A** | | | | | |
| **STRAND** | **Reading Foundational Skills** | | | | | |
| **CLUSTER** | Phonological Awareness | | | | | |
| **K.RFS.2** | Demonstrate understanding of spoken words, syllables, and sounds (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.  \*Words, syllables, or phonemes written in /slash/ refer to their pronunciation phonology. Thus, /cvc/ is a word with three phonemes regardless of the number regardless of the number of letters in the spelling of the word). | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize rhyming words:   * short vowel * sounds initial * sounds * ending sounds |  | | 1. Produce rhyming words  2. Count syllables in spoken words  3. Pronounce syllables in spoken words  4. Blend syllables in spoken words  5. Segment syllables in spoken words  6. Blend onsets and rimes of single- syllable spoken words  7. Segment onsets and rimes of single syllable spoken words  8. Isolate and pronounce CVC words, to:   * recognizing the initial sound * medial vowel * and final sounds   9. Add individual sounds in simple one syllable words to make new words  10. Substitute individual sounds in simple one syllable words to make new words |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1a. I can tell when two words rhyme.  1.b I can tell when two words have the same short vowel sound.  1c. I can tell when two words have the same beginning sound.  1d. I can tell when two words have the same ending sound. |  | | 1. I can think of and say rhyming words.  2. I can count syllables in words that are said aloud.  3. I can say the syllables in words that are said aloud.  4. I can put syllables together to make a word.  5. I can say each syllable in a word I hear.  6. I can put a beginning sound with a word family to make short words.  7. I can take the beginning sound off of short words.  8. I can tell the \_\_\_ (beginning, middle, and ending) sound of short words.  9. I can add a sound to make a new word.  10. I can change sounds in a word to make a new word. |  |
| **Activities/ Resources** | Rhyming: Matching and sorting either picture cards or word cards,  Syllables: clapping syllables, holding chin, bouncing a ball for each syllable, etc.  Phonemic awareness: cvc generator on the promethean board, letter wheels on the promethean board, Professor Garfield, using plastic Easter eggs to practice onset/rime | | | | |
| **Vocabulary** | Rhyming words, syllables, word families, vowels, beginning, middle, end | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** |  | | | | | |
| **STRAND** | **Reading Foundational Skills** | | | | | |
| **CLUSTER** | Phonics and Word Recognition | | | | | |
| **K.RFS.3** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know grade level-level phonics and word analysis skills in decoding words  2. Recognize one-to-one letter correspondence for each consonant  3. Identify the five vowels with common spellings: short vowels long vowels  4. Recognize high-frequency sight words  5. Recognize words that are similarly spelled  6. Identify the sounds of the letters that are different | 1. Apply grade level-level phonics and word analysis skills in decoding words  2. Distinguish the differing sounds of consonants  3. Distinguish long and short vowels sounds that have common spellings  4. Determine the pattern of the word | | 1. Say the sound that corresponds to the consonant  2. Read high-frequency sight words  3. Read words that have a similar word pattern and identify   * the sounds * letters   that are different |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can use letter sounds to read words.  2. I can recognize the sound that each consonant makes.  3. I can name the five vowels.  3a. I can recognize short and long vowel spellings (silent e, two vowels go walking, etc.).  4. I can recognize sight words.  5. I can recognize words that are spelled almost alike.  6. I can identify the sounds of the letters that are different in two words that are spelled almost the same. | 1. I can use rules about letters and sounds to read words.  2. I can hear the differences in consonant sounds.  3. I can hear the differences in long vowel and short vowel sounds.  4. I can tell the pattern of a word (cvc, cvce, cvcc). | | 1. I can say the sound of each consonant.  2. I can read sight words.  3. I can read words that are almost alike and tell the sounds or letters that are different. |  |
| **Activities/ Resources** | Sight words: memory games, bingo, arm spelling, “Super”visor job: student gets to wear a foam hat that has the word of the day on it and people can ask the person throughout the day to read the word, | | | | |
| **Vocabulary** | Sight words, consonant, vowel, pattern, recognize, short vowel sounds, long vowel sounds, cvc, cvce, cvcc | | | | |

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| **Week(s)** | **KCAS** |  | | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | | |
| **STRAND** | **Reading Foundational Skills** | | | | | | |
| **CLUSTER** | Fluency | | | | | | |
| **K.RFS.4** | Read emergent-reader texts with purpose and understanding. | | | | | | |
| **Lesson Topic:** | **Target Type:** |  | |  | |  |  |
|  | **Knowledge** | | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify and understand foundational skills for  Reading #1-3  2. Recognize that there are different purposes for reading emergent-reader texts | | 1. Apply foundational skills reflected in #1-3  2. Determine the purpose for reading emergent-reader texts | | 1. Read emergent-reader texts:   * with purpose * for understanding |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell why reading is important. | | 1. I can tell my reason for reading. | | 1. I can read books for fun and to learn new things. |  |
| **Activities/ Resources** | Leveled readers, decodable books, | | | | | |
| **Vocabulary** |  | | | | | |
| **Week(s)** | **KCAS** |  | | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | | |
| **STRAND** | **Writing** | | | | | | |
| **CLUSTER** | Text Type and Purposes | | | | | | |
| **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., My favorite book is …). | | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | |  | X |
|  | **Knowledge** | **Reasoning** | | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify the title of a book or topic to write about  2. Recognize what an opinion is | 1. Formulate an opinion about a book or topic | | |  | 1. Write an opinion piece about a topic or a book; the piece should:   * demonstrate a combination of drawing, dictating, and writing * include the topic or title of a book * state an opinion or preference about the topic or book. |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. | 1. | | |  | 1. |
| **Activities/ Resources** |  | | | | | |
| **Vocabulary** |  | | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Text Type and Purposes | | | | | |
| **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., My favorite book is …). | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  | X |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify the title of a book or topic to write about  2. Recognize what an opinion is | 1. Formulate an opinion about a book or topic | |  | 1. Write an opinion piece about a topic or a book; the piece should:   * demonstrate a combination of drawing, dictating, and writing * include the topic or title of a book * state an opinion or preference about the topic or book. |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell you what an opinion is.  2. I can name the title of a book or topic to write about. | 1. I can make an opinion about a book or topic. | |  | 1. I can write an opinion piece about a topic or a book:   * I will use pictures and writing * I will write the topic or title of a book * I will give an opinion about the topic or book. |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Title, topic, identify, opinion, writing piece | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Text Types and Purposes | | | | | |
| **K.W.2** | Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  | X |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify an informative/ explanatory text  2. Select a topic for an informative/explanatory writing | 1. Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic | |  | 1. Compose informative/explanatory text using which they:   * name the topic about which they are writing * supply some information about the topic |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell that books are written for different reasons.  2. I can tell that nonfiction books teach and/or explain facts.  3. I can choose a topic to explain or inform. | 1. I can give more facts about the book / topic. | |  | 1. I can write a piece to inform about /explain \_\_\_\_\_\_(topic).  2. I can give facts to inform about/explain the topic. |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Text, nonfiction, explain (how, what, why), topic, facts, piece | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Text Types and Purposes | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  | X |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Define event  2. Choose a single event to discuss | 1. Distinguish between relevant and irrelevant details  2. Sequence relevant events  3. React to the event | |  | 1. Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell what an event is.  2. I can talk about an event (something that happened). | 1. I can tell the important details about an event.  2. I can put the details in order.  3. I can tell how I felt about the event. | |  | 1. I can write a story about something that happened:   * giving important details in order * telling how I felt |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Event, discuss, sequence, order, details, narrative, feelings, react | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Production and Distribution of Writing | | | | | |
| **K.W.4** | (Begins in grade 3) | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** |  |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** |  |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Production and Distribution of Writing | | | | | |
| **K.W.5** | With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With guidance and support from adult, students should recognize:   * how to respond to questions and suggestions from peers * how to add details to strengthen writing as needed | 1. With guidance and support from adults students develop writing as needed by:   * responding to questions and suggestions from peers * adding details to strengthen writing as needed | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can answer questions.  2. I can use ideas from my peers.  3. I can add details. | 1. I can write answers to questions.  2. I can write using ideas from my peers.  3. I can write using details. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Question, idea, peer, detail, answer | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Production and Distribution of Writing | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With guidance and support:   * use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) | 1. With guidance and support:   * choose digital tools for producing and publishing writing | | 1. With guidance and support:   * use technology to produce and publish writing individually and with peers |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can turn on a computer.  2. I can log on to a computer  3. I can use (common software).  4. I can type letters and words on a computer. | 1. I can choose technology for writing. | | 1. I can use technology to write, alone or with peers. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Log on, type, keyboard, monitor, mouse, technology | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Research to Build and Present Knowledge | | | | | |
| **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) | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify sources and tools for shared research | 1. Determine and apply appropriate sources and tools to conduct shared research  2. Participate in shared research and writing projects | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell places to find information. | 1. I can do research with my class.  2. I can participate in research and writing projects. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Research, information, sources, technology tools, participate, project | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Gather relevant information from multiple print and digital sources, assess the creditability and accuracy of each source, and integrate the information while avoiding plagiarism. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Research to Build and Present Knowledge | | | | | |
| **K.W.8** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify:   * experience * source | 1. Gather information from more than one source to answer a question | | 1. With guidance and support:   * answer a question using information from experience * answer a question using information from a provided source |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can give information from a source.  2. I can give information from an experience. | 1. I can get information from different sources to answer a question. | | 1. I can answer a question based on my experience.  2. I can answer a question based on a source. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Source, experience, information | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Research to Build and Present Knowledge | | | | | |
| **K.W.9** | Begins in 4th Grade | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** |  |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** |  |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | | | |
| **STRAND** | **Writing** | | | | | |
| **CLUSTER** | Range of Writing | | | | | |
|  | Begins in 3rd Grade | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** |  |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** |  |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Comprehension & Collaboration | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify ideas from kindergarten topics and texts  2. Identify agreed-upon rules for discussion  3. Recognize how others listen  4. Recognize how others move conversations along  5. Decide comments and questions appropriate to the topic of discussion  6. Observe if agreed-upon discussion rules are being followed | 1. Decide comments and questions appropriate to the topic of discussion  2. Observe if agreed-upon discussion rules are being followed | | 1. Participate in conversations about kindergarten topics and texts  2. Follow agreed-upon rules for discussion  3. isten while others are speaking  4. Listen and respond to continue conversations with peers and adults |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** |  |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Integrates and evaluates information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Comprehension and Collaboration | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify key ideas from text read aloud or presented orally through media formats  2. Ask and answer questions about key details read aloud or presented orally through media formats | 1. Ask for clarification of key details that are not understood from text read aloud information presented through media | | 1. Answer questions about key details from information presented orally  2. Ask questions about key details from information presented orally  3. Ask for clarification if something is not understood |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Comprehension & Collaboration | | | | | |
| **K.SL.3** |  | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize that asking questions is an appropriate strategy to further understanding  2. Identify questions  3. Identify answers  4. Identify situations in which:   * help is needed * information is needed * clarification is necessary | 1. Formulate appropriate questions to seek:   * help * information * clarification | | 1. Ask questions to: seek help get information clarify something that is not understood  2. Answer questions in order to:   * seek help get information * clarify something that is not understood |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. | 1. | | 1. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Presentation of Knowledge and Ideas | | | | | |
| **1.SL.4** | Describe familiar people, places, things and events, and with prompting and support, provide additional details. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify familiar:   * people * places * things * events * details | 1. Determine relevant details that describe:   * people * place * things * events   with prompting and support | | 1. Orally perform a clear presentation that describes:   * a person * a place * a thing * an event   Include relevant details, with prompting and support |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. | 1. | | 1. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Presentation of Knowledge and Ideas | | | | | |
| **K.SL.5** | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know what visual displays are  2. Identify details | 1. Add drawings or visual displays to provide details to descriptions | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. | 1. | |  |  |
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| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |
| **STRAND** | **Speaking & Listening** | | | | | |
| **CLUSTER** | Presentation of Knowledge and Ideas | | | | | |
| **K.SL.6** | Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify different voice volumes used for different situations | 1. | | 1. Speak using appropriate voice volume for situation  2. Speak to communicate thoughts, feelings, and ideas clearly |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. | 1. | | 1. | 1. |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Conventions of Standard English | | | | | |
| **K.L.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)  d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why and how)  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)  f. Produce and expand complete sentences in shared language activities. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize many of the letters of the alphabet  2. Recognize that letters can be both upper- and lowercase  3. Recognize nouns and verbs  4. Recognize that nouns can be singular and plural  5. Know the meaning of question words (interrogatives)  6. Recognize common prepositions  7. Recognize and produce a complete sentence | 1. Demonstrate command of the conventions of grammar and usage when writing:   * expand sentences * distinguish between upper- and lowercase letters | | 1. Demonstrate command of the conventions of grammar and usage when speaking  2. Use regular plural nouns  3. Form regular plural nouns orally using /s/ and /es/  4. Use question words in speaking  5. Use frequently occurring prepositions in speaking  6. Speak in complete sentences  7. Expand complete sentences |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can recognize the letters of the alphabet  2. I can recognize that letters can be both upper- and lowercase.  3. I can recognize nouns and verbs.  4. I can recognize that nouns can be singular and plural.  5. I can answer “W” questions.  6. I can recognize common prepositions.  7. I can recognize and say sentence. | 1. I can use correct grammar when writing:   * sentences * upper- and lowercase letters | | 1. I can use correct grammar when speaking.  2. I can use plural nouns when I write.  3. I can use plural nouns when I speak.  4. I can use question words when I speak.  5. I can use prepositions when I speak.  6. I can speak in complete sentences.  7. I can add details to sentences. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Recognize, singular, plural, noun, verb, sentences, complete, details, upper- and lower-case letters, capital, grammar, questions | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Conventions of Standard English | | | | | |
| **K.L.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence and the pronoun I.  b. Recognize and name end punctuation.  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Apply correct capitalization, punctuation, and spelling when writing  2. Capitalize first word in a sentence and the pronoun I  3. Recognize and name end punctuation  4. Match the sound and the letter for most consonant and short-vowel sounds  5. Use sound-letter awareness to spell simple words phonetically | 1. Distinguish the letters | | 1. Write a letter or letter combinations for most consonant and short vowel sounds (phonemes) |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can use correct capitalization, punctuation, and spelling when writing.  2. I can capitalize the first word in a sentence.  3. I can capitalize the pronoun, “I.”  3. I can name end punctuation.  4. I can match the sounds and the letter for all consonant and short-vowel sounds.  5. I can spell words (phonetically). | 1. I can identify all the letters. | | 1. I can write the letter to match each consonant and short vowel sound.  2. I can write letters for some combinations of sounds. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Apply knowledge of language to understand how language functions in a different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Knowledge of Language | | | | | |
| **K.L.3** | Begins in Grade 2 | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** |  |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** |  |  | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** |  | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Vocabulary and Acquisition Use | | | | | |
| **K.L.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  b. 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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize that some words and phrases have multiple meanings  2. Identify frequently occurring inflections and affixes (e.g.,  -ed, -s, re-, un-, pre-, -ful, -less) | 1. Identify new meanings for familiar words  2. Apply the appropriate meaning for the word within the context  3. Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can recognize that some words have more than one meaning.  2. I can identify the root word.  3. I can identify prefixes and suffixes. | 1. I can use different meanings for a word.  2. I can tell what a word means based on the sentence.  3. I can use the tense, suffix, or prefix to know the meaning of a word. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Prefix, suffix, multiple-meaning words, tense | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Vocabulary Acquisition and Use | | | | | |
| **K.L.5** | With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g. shapes, foods) to gain sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. With guidance and support from adults:   * identify common objects * identify categories know verb know adjectives know opposite * identify real life connections * distinguish shades of meaning among verbs describing the same action | 1. With guidance and support from adults:   * sort common objects into categories * relate verbs and adjectives to their opposites * identify real life connections between words and their use distinguish ways to act out verbs | | 1. With guidance and support from adults: act out meanings of verbs |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify common objects.  2. I can identify antonyms.  3. I can connect words to real life.  4. I can use different verbs to describe the similar actions. | 1. I can sort common objects into categories  2. I can match verb and adjectives to their opposites.  3. I can give real life examples of verbs with similar meanings. | | 1. I can act out the meanings of verbs. |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Verbs, similar, real-life, connect, different, antonyms, common, sort, classify, categories, adjectives, opposites, examples | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten ELA** | | |
|  | **CCR** | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | | | | | |
| **STRAND** | **Language** | | | | | |
| **CLUSTER** | Vocabulary Acquisition and Use | | | | | |
| **K.L.6** | Use words and phrases acquired through conversations, reading and being read to, and responding to text. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Obtain words and phrases acquired through:   * conversations * reading * being read to * responding to text | 1. Distinguish if a word or  phrase should be used when responding | | 1. Use words and phrases accurately acquired through:  * Conversations * reading * being read to * responding to text |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can learn new words and phrases from:   * conversations * reading * being read to * discussing what I read | 1. I can answer with the correct word or  phrase. | | 1.I can use words and phrases correctly that I have learned from:   * Conversations * reading * being read to * discussing what I read |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Conversation, discuss, phrases, correct, vocabulary | | | | |