

Kindergarten Reading and Writing Units of Instruction 2020-2021



Kindergarten Reading and Writing



Priority Standards and Instructional Unit 1

**K Grade Reading and Writing
Unit 1:**

This unit is designed to...Big Ideas: Launching Guided Reading; Letter Recognition; Ask/Answer Questions (5Ws)**

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.1-Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- 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. Recognize that words are separated by spaces in print.
- d. Recognize and name all upper- lowercase letters of the alphabet.

Priority Standard

K.RF.3a-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 sounds for each consonant.

Priority Standard

Reading Literature

K.RL.1-With prompting and support, ask and answer explicit questions about

Priority Standard

key ideas and details, and make logical inferences to construct meaning from the text.	
K.RL.5 -Recognize common structures of poems, stories and dramas.	Supporting Standard
K.RL.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear.	Supporting Standard
Reading Informational	
K.RI.1 -With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RI.5 - Identify the front cover, back cover, and title page of a book.	Supporting Standard
K.RI.7 -With prompting and support, describe the relationship between visuals and the text.	Supporting Standard
Handwriting	
HW.K.1 - Print all upper and lowercase letter and numerals	Priority Standard
Writing Workshop Unit 1 Launch the Writing Workshop	
K.C.5 -With guidance and support, participate in shared research and writing projects.	Supporting Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 2

**K Grade Reading and Writing
Unit: 2**

This unit is designed to...Big Ideas: Letter Sounds; Rhyming; Ask/Answer Questions (5Ws)**

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.1d-Demonstrate understanding of the organization and basic features of print to aid in comprehension.
d. Recognize and name all upper- and lowercase letters of the alphabet

Priority Standard

K.RF.2-Demonstrate understanding of spoken words, syllables and sounds (phonemes).
a. Recognize and orally 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.

Priority Standard

K.RF.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 sounds 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.

Priority Standard

Reading Literature	
K.RL.1 -With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RL.6 -With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	Supporting Standard
Reading Informational	
K.RI.1 -With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RI.6 - With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	Supporting Standard
Handwriting	
K.HW.1 -Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 2 Mini Lessons in RL and RI	
K.C.5 -With guidance and support, participate in shared research and writing projects.	Supporting Standard
K.L.1c -When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how.	Priority Standard
K.L.2a-d -When writing:	Priority Standard

<ul style="list-style-type: none"> 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. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
<p>K.L.4a-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify homophones. 	Supporting Standard
<p>K.L.5a-c-With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms 	Supporting Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 3

**K Grade Reading and Writing
Unit: 3**

This unit is designed to...Big Ideas: Syllables; Beginning Writing Skills, Identify Key Details in Text**

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.2b-Demonstrate understanding of spoken words, syllables and sounds (phonemes).
 a. Count, pronounce, blend and segment syllables in spoken words

Priority Standard

K.RF.3a & c- 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 sounds for each consonant.
 c. Read common high frequency words by site

Priority Standard

Reading Literature

K.RL.3- With prompting and support, identify characters, settings, and major events in a story in order to make meaning of the story development.

Supporting Standard

Reading Informational

K.RI.3 -With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	Supporting Standard
Handwriting	
HW.K.1 - Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 3 Mini Lessons in RL and RI	
K.C.5 -With guidance and support, participate in shared research and writing projects.	Supporting Standard
K.L.1c -When writing or speaking, demonstrate appropriate use of c. interrogative sentences using who, what, where, when, why and how.	Priority Standard
K.L.2 -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. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	Priority Standard
K.L.4 -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Supporting Standard
K.L.5 With guidance and support from adults, explore word relationships and	Supporting Standard

nuances in word meanings.

- a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b.** Demonstrate an understanding of verbs and adjectives and their antonyms.
- c.** Demonstrate an understanding of verbs and adjectives and their synonyms.

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 4

K Grade Reading and Writing
Unit: 4

This unit is designed to...Big Ideas: Making Words; Meaning of Words; Identifying Details; Writing Sentences**

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Reading Foundational Skills

K.RF.2-Demonstrate understanding of spoken words, syllables and sounds (phonemes).
 a. Recognize and orally produce rhyming words
 b. Count, pronounce, blend and segment syllables in spoken words.
 d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.

Priority Standard

Reading Literature

K.RL.2-With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

Supporting Standard

K.RL.4-With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Supporting Standard

Reading Informational

K.RI.2 -With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	Supporting Standard
K.RI.4 -With prompting and support, ask and answer questions about unknown words in a text	Supporting Standard
Handwriting	
K.HW.1 -Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 4 Mini Lessons in RL and RI (same as unit 3)	
K.C.5 -With guidance and support, participate in shared research and writing projects.	Supporting Standard
K.L.1c -When writing or speaking, demonstrate appropriate use of c. interrogative sentences using who, what, where, when, why and how.	Priority Standard
K.L.2 -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. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	Priority Standard
K.L.4 -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and	Supporting Standard

being read to, and responding to texts	
<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.b. Demonstrate an understanding of verbs and adjectives and their antonyms.c. Demonstrate an understanding of verbs and adjectives and their synonyms.	Supporting Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 5

**K Grade Reading and Writing
Unit: 5**

This unit is designed to...Big Ideas: Making Words; Ask/Answer Questions; Make Meaning of Text**

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Reading Foundational

K.RF.2-Demonstrate understanding of spoken words, syllables and sounds (phonemes).
 a. Recognize and orally produce rhyming words
 b. Count, pronounce, blend and segment syllables in spoken words.
 d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.

Priority Standard

Reading Literature

K.RL.1-With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

Priority Standard

K.RL.5-Recognize common structures of poems, stories and dramas.

Supporting Standard

K.RL.7-With prompting and support, describe the relationship between illustrations and the story in which they appear.

Supporting Standard

Reading Informational	
K.RI.1- With prompting and support, ask and answer explicit questions and key concepts and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RI.5- Identify the front cover, back cover and title page of a book.	Supporting Standard
K.RI.7- With prompting and support, describe the relationship between visuals and the text.	Supporting Standard
Handwriting	
K.H.1- Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 5 Opinion Writing	
K.C.1- Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. <ul style="list-style-type: none"> b. Introduce the topic. c. Provide reasons with details to support the opinion. 	Priority Standard
K.C.1- Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. d. Use grade-appropriate transitions. f. Provide a concluding idea. 	Supporting Standard

<p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	
<p>K.L.1c & e-When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how e. complete sentences.</p>	<p>Priority Standard</p>
<p>K.L.1a & b & d-When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. d. sentences using common prepositions.</p>	<p>Supporting Standard</p>
<p>K.L.2b & c-When writing: b. Recognize and name end punctuation c. Write a letter or letters for most consonant and short-vowel sounds.</p>	<p>Priority Standard</p>

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 6

**K Grade Reading and Writing
Unit: 6**

**This unit is designed to... Big Ideas: Making and Reading Words	
** Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.	
Reading Foundational	
K.RF.2e -Demonstrate understanding of spoken words, syllables and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	Priority Standard
K.RF.3c & d- a. Read common high-frequency words by sight. b. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Priority Standard
Reading Literature	
K.RL.1 -With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RL.9 -With prompting and support, compare/contrast the adventures and	Supporting Standard

experiences of characters in stories	
Reading Informational	
K.RI.1 -With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	Priority Standard
K.RI.9 -With prompting and support, identify information from two or more texts on similar themes or topics.	Supporting Standard
Handwriting	
K.H.1 -Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 6 Narrative	
K.C.3 -Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. <ul style="list-style-type: none"> b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. 	Priority Standard
K.C.3 -Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	Supporting Standard

<p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	
<p>K.L.1c & e-When writing or speaking, demonstrate appropriate use of:</p> <p>c. interrogative sentences using who, what, where, when, why and how.</p> <p>e. complete sentences.</p>	Priority Standard
<p>K.L.1a & b & d-When writing or speaking, demonstrate appropriate use of:</p> <p>a. common nouns and verbs.</p> <p>b. regular plural nouns by orally adding /s/ or /es/.</p> <p>d. sentences using common prepositions</p>	Supporting Standard
<p>K.L.2b & c-When writing:</p> <p>b. Recognize and name end punctuation</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p>	Priority Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 7

**K Grade Reading and Writing
Unit: 7**

This unit is designed to...Big Ideas: Making and Reading Words; Continuing Writing Skills**

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.2e-Demonstrate understanding of spoken words, syllables and sounds (phonemes).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Priority Standard

K.RF.3c & d-Know and apply grade-level phonics and word analysis skills in decoding words.
c. Read common high-frequency words by sight.
d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Priority Standard

Reading Literature

K.RL.2-With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.

Supporting Standard

Reading Informations

<p>K.RI.2-With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p>	<p>Supporting Standard</p>
<p>K.RI.8-With prompting and support, identify the claim and the reasons an author gives to support claims in a text.</p>	<p>Supporting Standard</p>
<p>Handwriting</p>	
<p>K.H.1-Print all upper and lowercase letters and numerals.</p>	<p>Priority Standard</p>
<p>Writing Workshop Unit 7 Narrative Writing (same as Unit 6)</p>	
<p>K.C.3-Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	<p>Priority Standard</p>
<p>K.L.1c & e-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> c. interrogative sentences using who, what, where, when, why and how. e. complete sentences. 	<p>Priority Standard</p>

<p>K.L.1a & b & d-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. d. sentences using common prepositions 	Supporting Standard
<p>K.L.2b & c-When writing:</p> <ul style="list-style-type: none"> b. Recognize and name end punctuation c. Write a letter or letters for most consonant and short-vowel sounds. 	Priority Standard
<p>K.L.1a & b & d & e-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. d. sentences using common prepositions. e. complete sentences. 	Supporting Standard
<p>K.L.4b-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> b. Identify common affixes and how they change the meaning of a word. 	Supporting Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 8

**K Grade Reading and Writing
Unit: 8**

This unit is designed to...Big Ideas: Making Sense of Text**

**** Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.3b & c & d-Know and apply grade-level phonics and word analysis skills in decoding words.

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

c. Read common high-frequency words by sight.

d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ

Priority Standard

Reading Literature

K.RL.1-With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.

Priority Standard

K.RL.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

Supporting Standard

Reading Informational

K.RI.1-With prompting and support, ask and answer explicit questions about

Priority Standard

key concepts and details, and make logical inferences to construct meaning from the text.	
K.RI.10 -With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Supporting Standard
Language	
K.L.1a & b & d -When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. d. sentences using common prepositions.	Supporting Standard
Handwriting	
K.H.1 -Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 8 Narrative	
K.C.3 -Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure.	Priority Standard

<p>K.C.3-Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	Supporting Standard
<p>K.L.1c & e-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> c. interrogative sentences using who, what, where, when, why and how. e. complete sentences. 	Priority Standard
<p>K.L.1a & b & d-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. d. sentences using common prepositions 	Supporting Standard
<p>K.L.2b & c-When writing:</p> <ul style="list-style-type: none"> b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. . 	Priority Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 9

**K Grade Reading and Writing
Unit: 9**

This unit is designed to...Big Ideas: Making Sense of Text**

****Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.3b & c & d-Know and apply grade-level phonics and word analysis skills in decoding words.

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

c. Read common high-frequency words by sight.

d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Priority Standard

K.RF.4-Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.

a. Read emergent-reader texts with purpose and understanding.

Priority Standard

Reading Literature

K.RL.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

Supporting Standard

Reading Informational	
K.RI.10 -With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Supporting Standard
Handwriting	
K.H.1 - Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 9 Informative/Explanatory	
K.C.2 -Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. <ul style="list-style-type: none"> b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. 	Priority Standard
K.C.2 -Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	Supporting Standard

<p>f. Provide a concluding idea.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	
<p>K.C.5-With guidance and support, participate in shared research and writing projects.</p>	Supporting Standard
<p>K.C.6-With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p>	Supporting Standard
<p>K.L.1c & e-When writing or speaking, demonstrate appropriate use of:</p> <p>c. interrogative sentences using who, what, where, when, why and how</p> <p>e. complete sentences.</p>	Priority Standard
<p>K.L.1a & b & d-When writing or speaking, demonstrate appropriate use of:</p> <p>a. common nouns and verbs.</p> <p>b. regular plural nouns by orally adding /s/ or /es/.</p> <p>d. sentences using common prepositions.</p>	Supporting Standard
<p>K.L.2-When writing:</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Priority Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 10

**K Grade Reading and Writing
Unit: 10**

This unit is designed to...Big Ideas: Making Sense of Text; Application of Writing Skills**

**** Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

K.RF.3b & c & d-Know and apply grade-level phonics and word analysis skills in decoding words.

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

c. Read common high-frequency words by sight.

d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ

Priority Standard

K.RF.4-Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.

a. Read emergent-reader texts with purpose and understanding

Priority Standard

Reading Literature

K.RL.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

Supporting Standard

Reading Informational

K.RI.10-With prompting and support, flexibly use a variety of comprehension

Supporting Standard

strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	
Handwriting	
K.H.1 -Print all upper and lowercase letters and numerals.	Priority Standard
Writing Workshop Unit 10 All 3 Modes	
K.C.4 -With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	Supporting Standard