



JC Schools Kindergarten Yearly ELA Standards

| Units: | | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 |
|--------------------------------------|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Foundational Skills | | | | | | | | | | | | | | | | | | | | | | |
| Print Awareness | K.RF.1.A.a | | | | | | X | X | X | X | | | | | | | | | | | | |
| | K.RF.1.A.c | X | X | | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.RF.1.A.f | X | | | X | X | X | X | X | X | | | | | | | | | | | | |
| Phonemic Awareness | K.RF.2.A.a | X | X | X | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.RF.2.A.b | | | | | X | X | | X | | X | | | | | | | | | | | |
| | K.RF.2.A.c | | | | | X | X | | X | | X | | | | | | | | | | | |
| | K.RF.2.A.e | | X | X | X | X | X | | | | | | | | | | | | | | | |
| | K.RF.2.A.f | | X | X | X | X | X | | | | | | | | | | | | | | | |
| | K.RF.2.A.g | | X | X | X | X | | X | X | X | | | | | | | | | | | | |
| | K.RF.2.A.h | | | | X | X | | X | X | X | | | | | | | | | | | | |
| Phonics | K.RF.3.A.a | | | X | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.RF.3.A.b | | | X | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.RF.3.A.c | | | X | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.RF.3.A.d | | | | X | | | X | X | X | | | | | | | | | | | | |
| Reading (Literary and Informational) | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | K.R.1.A.b | | | | | | X | X | X | X | | | | | | | | | X | X | X | X |
| Vocabulary | K.R.1.B.e | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X |
| Ind. Reading | K.R.1.D.a | | | | | | X | X | X | X | | | | | | | | | | | | |
| Fiction | K.R.2.A.a | | | | | | | | | | X | | X | X | | | X | | | X | | |

| Units: | | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 |
|------------------------------|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Text Features | K.R.3.A.a | | | | | | | | | | | X | | X | X | | | X | X | | | |
| Text Structures | K.R.3.C.c | | | | | | | | | | | X | | X | X | X | | | | X | X | X |
| Writing | | | | | | | | | | | | | | | | | | | | | | |
| Opinion | K.W.2.A | | | | | | | | | | | | X | | | | | | | | | |
| Informative | K.W.2.B | | | | | | | | | | | | | X | X | X | X | X | X | X | X | |
| Narrative | K.W.2.C | | | | | | | | | | | | | X | | | X | | | | | X |
| Language | | | | | | | | | | | | | | | | | | | | | | |
| Grammar | K.L.1.A.d | | | | | | X | X | X | X | X | | X | | | X | | | X | X | | |
| Punctuation & Capitalization | K.L.1.B.a | | | X | X | X | X | X | X | X | | | | | | | | | | | | |
| | K.L.1.B.b | | | | | X | X | X | X | X | | | | | | | | | | | | |
| | K.L.1.B.d | | | | | X | X | X | X | X | | | | | | | | | | | | |
| Speaking and Listening | | | | | | | | | | | | | | | | | | | | | | |
| Collab. Disc. | K.SL.3.A.c | | | | | | X | X | X | X | | | | | | | X | X | X | X | X | X |

SKILLS 1 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.c,f Develop print awareness in the reading process by: c. demonstrating that books are read left to right, top to bottom f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.a,h Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words h. segmenting spoken words into two or three phonemes</p> <p>K.L.1.B.a In written text: a. print in upper and lowercase letters</p> | <p>K.L.1.A.c In speech and written form, apply standard English grammar to: c. express time and space</p> <p>K.R.3.A.d With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: d. identify the meaning of environmental print</p> <p>K.SL.1.A.c Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by: c. following one-step instructions, according to classroom expectations</p> |

SKILLS 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.c,f Develop print awareness in the reading process by: c. demonstrating that books are read left to right, top to bottom f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.a,e-g Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words</p> <p>K.L.1.B.a In written text: a. print in upper and lowercase letters</p> | <p>K.L.1.A.c In speech and written form, apply standard English grammar to: c. express time and space</p> <p>K.L.1.B.c,i In written text: c. capitalize own first and last name i. use correct spelling of own first and last names</p> <p>K.SL.1.A.c Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by: c. following one-step instructions, according to classroom expectations</p> |

SKILLS 3 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.a,f Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying all upper-case and lower-case letters f. demonstrating one-to-one correspondence between spoken words and written words <p>K.RF.2.A.a,f,g Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying sounds in spoken words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words <p>K.RF.3.A.a-d Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words <p>K.L.1.B.a In written text:</p> <ul style="list-style-type: none"> a. print in upper and lowercase letters | <p>K.L.1.B.f-h In written text:</p> <ul style="list-style-type: none"> f. write and name the printed letters that match the sound g. use inventive spelling with beginning, final, and medial sounds h. write and name letters for consonant and vowel sounds <p>K.SL.1.A.c Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by:</p> <ul style="list-style-type: none"> c. following one-step instructions, according to classroom expectations |

SKILLS 4 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.a,c,f Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying all upper- and lower-case letters c. demonstrating that books are read left to right, top to bottom f. demonstrating one-to-one correspondence between spoken words and written words <p>K.RF.2.A.a,g,h</p> | <p>K.RF.1.A.d Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> d. demonstrating that written words are made up of different letters <p>K.RF.2.A.d Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound |

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| <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds in spoken words</p> <p>g. isolating the initial, medial, and final sounds in spoken words</p> <p>h. segmenting words into two or three spoken phonemes</p> <p>K.RF.3.A.a-d</p> <p>Develop phonics in the reading process by:</p> <p>a. producing and writing letter(s) for most short vowel and consonant sounds</p> <p>b. reading high-frequency words</p> <p>c. blending letter sounds to decode simple words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.R.1.D.a</p> <p>Read independently for sustained periods of time.</p> <p>K.L.1.B.a</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> | <p>K.L.1.A.a</p> <p>In speech and written form, apply standard English grammar to:</p> <p>a. identifying and naming words (nouns) and action words (verbs)</p> <p>K.L.1.B.f-h</p> <p>In written text:</p> <p>f. write and name the printed letters that match the sound</p> <p>g. use inventive spelling with beginning, final, and medial sounds</p> <p>h. write and name letters for consonant and vowel sounds</p> |
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| SKILLS 5 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards | |
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| Priority Standards | Supporting Standards |
| <p>K.RF.1.A.a,c,f</p> <p>Develop print awareness in the reading process by:</p> <p>a. identifying all upper- and lower-case letters</p> <p>c. demonstrating that books are read left to right, top to bottom</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.a-c,g</p> <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds in spoken words</p> <p>b. producing rhymes in response to spoken words</p> <p>c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>g. isolating the initial, medial, and final sounds in spoken words</p> <p>K.RF.3.A.a-d</p> | <p>K.RF.1.A.d,e</p> <p>Develop print awareness in the reading process by:</p> <p>d. demonstrating that written words are made up of different letters</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>K.RF.2.A.d</p> <p>Develop phonemic awareness in the reading process by:</p> <p>d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p> <p>K.R.1.A.c</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> <p>c. distinguishing meaning between verbs describing the same action</p> <p>K.L.1.A.a</p> <p>In speech and written form, apply standard English grammar to:</p> |

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| <p>Develop phonics in the reading process by:</p> <p>a. producing and writing letter(s) for most short vowel and consonant sounds</p> <p>b. reading high-frequency words</p> <p>c. blending letter sounds to decode simple words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.L.1.B.a,b</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> | <p>a. identifying and naming words (nouns) and action words (verbs)</p> <p>K.L.1.B.f-h</p> <p>In written text:</p> <p>f. write and name the printed letters that match the sound</p> <p>g. use inventive spelling with beginning, final, and medial sounds</p> <p>h. write and name letters for consonant and vowel sounds</p> |
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| SKILLS 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards | |
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| Priority Standards | Supporting Standards |
| <p>K.RF.1.A.a,c,f</p> <p>Develop print awareness in the reading process by:</p> <p>a. identifying all upper-case and lower-case letters</p> <p>c. demonstrating that books are read left to right, top to bottom</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.a-c</p> <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds in spoken words</p> <p>b. producing rhymes in response to spoken words</p> <p>c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>K.RF.3.A.a-d</p> <p>Develop phonics in the reading process by:</p> <p>a. producing and writing letter(s) for most short vowel and consonant sounds</p> <p>b. reading high-frequency words</p> <p>c. blending letter sounds to decode simple words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.R.1.A.b</p> <p>With assistance, develop and demonstrate reading skills in</p> | <p>K.RF.1.A.b,d,e</p> <p>Develop print awareness in the reading process by:</p> <p>b. sequencing the letters of the alphabet</p> <p>d. demonstrating that written words are made up of different letters</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>K.RF.4.A</p> <p>Read, with support, appropriate texts with purpose and understanding.</p> <p>K.L.1.A.b</p> <p>In speech and written form, apply standard English grammar to:</p> <p>b. use plural words when speaking</p> <p>K.L.1.B.e-h</p> <p>In written text:</p> <p>e. capitalize the pronoun I</p> <p>f. write and name the printed letters that match the sound</p> <p>g. use inventive spelling with beginning, final, and medial sounds</p> <p>h. write and name letters for consonant and vowel sounds</p> |

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| <p>response to text by:</p> <p>b. asking and responding to questions about texts read aloud</p> <p>K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.1.D.a</p> <p>Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate</p> <p>K.L.1.B.a,b,d</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> <p>d. capitalize first word in a sentence</p> | |
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SKILLS 7 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.a,c,f</p> <p>Develop print awareness in the reading process by:</p> <p>a. identifying all upper-case and lower-case letters</p> <p>c. demonstrating that books are read left to right, top to bottom</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.a,g,h</p> <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds in spoken words</p> <p>g. isolating the initial, medial, and final sounds in spoken words</p> <p>h. segmenting words into two or three spoken phonemes</p> <p>K.RF.3.A.b-d</p> <p>Develop phonics in the reading process by:</p> <p>b. reading high-frequency words</p> <p>c. blending letter sounds to decode simple words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.R.1.A.b</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> | <p>K.RF.1.A.d,e</p> <p>Develop print awareness in the reading process by:</p> <p>d. demonstrating that written words are made up of different letters</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>K.RF.4.A</p> <p>Read, with support, appropriate texts with purpose and understanding.</p> <p>K.R.2.A.g</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>g. ask and answer questions about unknown words in text</p> <p>K.L.1.A.e</p> <p>In speech and written form, apply standard English grammar to:</p> <p>e. use question words in sentences</p> <p>K.L.1.B.g</p> <p>In written text:</p> <p>g. use inventive spelling with beginning, final, and medial sounds</p> |

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| <p>b. asking and responding to questions about texts read aloud K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.1.D.a</p> <p>Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate</p> <p>K.L.1.B.a,b</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> | |
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| SKILLS 8 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards | |
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| Priority Standards | Supporting Standards |
| <p>K.RF.1.A.a,c,f</p> <p>Develop print awareness in the reading process by:</p> <p>a. identifying all upper-case and lower-case letters</p> <p>c. demonstrating that books are read left to right, top to bottom</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p> <p>K.RF.2.A.b,c</p> <p>Develop phonemic awareness in the reading process by:</p> <p>b. producing rhymes in response to spoken words</p> <p>c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>K.RF.3.A.b-d</p> <p>Develop phonics in the reading process by:</p> <p>b. reading high-frequency words</p> <p>c. blending letter sounds to decode simple words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.R.1.A.b</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> <p>b. asking and responding to questions about texts read aloud</p> <p>K.R.1.B.e</p> | <p>K.RF.1.A.e</p> <p>Develop print awareness in the reading process by:</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>K.RF.4.A</p> <p>Read, with support, appropriate texts with purpose and understanding.</p> <p>K.R.2.A.g</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>g. ask and answer questions about unknown words in text</p> |

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| <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.1.D.a</p> <p>Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate</p> <p>K.L.1.B.a,b</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> | |
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SKILLS 9 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.1.A.a</p> <p>Develop print awareness in the reading process by:</p> <p>a. identifying all upper-case and lower-case letters</p> <p>K.RF.3.A.b,d</p> <p>Develop phonics in the reading process by:</p> <p>b. reading high-frequency words</p> <p>d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p>K.R.1.A.b</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> <p>b. asking and responding to questions about texts read aloud</p> <p>K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.1.D.a</p> <p>Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate</p> <p>K.L.1.B.a,b,d</p> <p>In written text:</p> <p>a. print in upper and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> <p>d. capitalize first word in a sentence</p> | <p>K.RF.1.A.e</p> <p>Develop print awareness in the reading process by:</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>K.RF.4.A</p> <p>Read, with support, appropriate texts with purpose and understanding.</p> <p>K.L.1.B.f</p> <p>In written text:</p> <p>f. write and name the printed letters that match the sound</p> |

KNOWLEDGE 1 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.RF.2.A.b,c Develop phonemic awareness in the reading process by: b. produce rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.a With assistance, read, infer, analyze, and draw conclusions (using fiction) to: a. identify elements of a story, including setting, character, and key events</p> <p>K.L.1.A.d In speech and written form, apply standard English grammar to: d. demonstrate the use of complete sentences in shared language activities</p> | <p>K.R.1.A.a,d,e With assistance, develop and demonstrate reading skills in response to text by: a. predicting what might happen next in a text based on the cover, title, and illustrations d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end</p> <p>K.R.1.C.a,b With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text-to-text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>K.R.2.A.b-d,f With assistance, read, infer, analyze, and draw conclusions (using fiction) to: b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts f. compare and contrast adventures of characters in familiar stories</p> <p>K.R.2.B.a With assistance, read, infer, and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>K.SL.1.A.a,b Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges</p> |

KNOWLEDGE 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by:</p> | <p>K.R.1.A.c,d With assistance, develop and demonstrate reading skills in response to text</p> |

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| <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.A.a</p> <p>With assistance, read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>K.R.3.C.c</p> <p>With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>c. name the main topic and recall the key details of the text</p> | <p>by:</p> <p>c. retelling main ideas or important facts from a read-aloud or familiar story</p> <p>d. connecting the information and events of a text to experiences</p> <p>K.R.1.B.a,b</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>a. identifying and sorting pictures of objects into conceptual categories</p> <p>b. demonstrating understanding of opposites (antonyms)</p> <p>K.R.2.B.a</p> <p>With assistance, read, infer, and draw conclusions to:</p> <p>a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>K.R.3.B.a</p> <p>With assistance, read, infer, and draw conclusions to:</p> <p>a. respond to examples of sensory details</p> <p>K.R.3.C.a,d</p> <p>With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>a. ask and answer questions to clarify meaning</p> <p>d. ask and answer questions about unknown words in text</p> <p>K.SL.1.A.a,b</p> <p>Develop and apply effective listening skills and strategies (for a purpose) in formal and informal settings by:</p> <p>a. following classroom listening rules</p> <p>b. continuing a conversation through multiple exchanges</p> |
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KNOWLEDGE 3 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.a</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>a. identify elements of a story, including setting, character, and key events</p> <p>K.W.2.A.a-c</p> <p>With assistance, draw/write opinion texts that:</p> | <p>K.R.1.A.a,c-e</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> <p>a. predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>c. retelling main ideas or important facts from a read-aloud or familiar story</p> <p>d. connecting the information and events of a text to experiences</p> <p>e. recognizing beginning, middle, and end</p> <p>K.R.1.C.a,b</p> <p>With assistance, determine the connection between:</p> <p>a. text to self (text ideas and own experiences)</p> |

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| <p>a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>b. give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>c. use words that are related to the topic</p> <p>K.L.1.A.d</p> <p>In speech and written form, apply standard English grammar to:</p> <p>d. demonstrate the use of complete sentences in shared language activities</p> | <p>b. text-to-text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>K.R.2.A.b,d,f</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>d. recognize different types of texts</p> <p>f. compare and contrast adventures of characters in familiar stories</p> <p>K.SL.2.A.a</p> <p>Develop and apply effective listening skills and strategies(for entertainment) in formal and informal settings by:</p> <p>a. demonstrating active listening, according to classroom expectations</p> |
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KNOWLEDGE 4 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.a</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>a. identify elements of a story, including setting, character, and key events</p> <p>K.R.3.A.a</p> <p>With assistance, read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>K.R.3.C.c</p> <p>With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>c. name the main topic and recall the key details of the text</p> <p>K.W.2.B.a,b</p> <p>With assistance, draw/write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>K.W.2.C.a-e</p> | <p>K.R.1.A.c</p> <p>With assistance, develop and demonstrate reading skills in response to text by:</p> <p>c. retelling main ideas or important facts from a read-aloud or familiar story</p> <p>K.R.1.B.a,b</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>a. identifying and sorting pictures of objects into conceptual categories</p> <p>b. demonstrating understanding of opposites (antonyms)</p> <p>K.R.2.A.b,d</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>d. recognize different types of texts</p> <p>K.R.3.A.c</p> <p>With assistance, read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>c. identify text features</p> <p>K.R.3.C.a,d</p> <p>With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>a. ask and answer questions to clarify meaning</p> <p>d. ask and answer questions about unknown words in text</p> <p>K.SL.3.A.a,b</p> |

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| <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events | <p>Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by:</p> <ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges |
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KNOWLEDGE 5 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.A.a With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>K.R.3.C.c With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: c. name the main topic and recall the key details of the text</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> | <p>K.R.1.A.c,e With assistance, develop and demonstrate reading skills in response to text by: c. retelling main ideas or important facts from a read-aloud or familiar story e. recognizing beginning, middle, and end</p> <p>K.R.2.A.b-d With assistance, read, infer, analyze, and draw conclusions (using fiction) to: b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts</p> <p>K.R.3.A.c With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: c. identify text features</p> <p>K.R.3.C.a,d With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: a. ask and answer questions to clarify meaning d. ask and answer questions about unknown words in text</p> <p>K.SL.3.A.a,b Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges</p> |

KNOWLEDGE 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.C.c With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: c. name the main topic and recall the key details of the text</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> <p>K.L.1.A.d In speech and written form, apply standard English grammar to: d. demonstrate the use of complete sentences in shared language activities</p> | <p>K.R.1.C.a,b With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text-to-text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>K.R.3.A.c With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: c. identify text features</p> <p>K.SL.3.A.a,b Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges</p> |

KNOWLEDGE 7 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.a With assistance, read, infer, analyze, and draw conclusions (using fiction) to: a. identify elements of a story, including setting, character, and key events</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> | <p>K.R.1.A.c,e With assistance, develop and demonstrate reading skills in response to text by: c. retelling main ideas or important facts from a read-aloud or familiar story e. recognizing beginning, middle, and end</p> <p>K.R.1.B.b With assistance, develop an understanding of vocabulary by: b. demonstrating understanding of opposites (antonyms)</p> <p>K.R.1.C.a With assistance, determine the connection between: a. text to self (text ideas and own experiences)</p> <p>K.R.2.A.d,e With assistance, read, infer, analyze, and draw conclusions (using fiction)</p> |

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| <p>K.W.2.C.a-e With assistance, draw and/or write fiction or non-fiction narratives and poems that: a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events</p> <p>K.SL.3.A.c Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> | <p>to: d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story</p> <p>K.W.1.B.a Appropriate to genre type, develop a draft from prewriting by: a. sequencing the actions or details through letters, words, and pictures</p> <p>K.W.1.C.a a. respond to questions and suggestions, adding details to strengthen writing</p> |
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KNOWLEDGE 8 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.A.a With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> <p>K.SL.3.A.c Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other</p> | <p>K.R.2.A.d,e With assistance, read, infer, analyze, and draw conclusions (using fiction) to: d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story</p> <p>K.R.3.A.d With assistance, read, infer, and draw conclusions (using text features in nonfiction) to: d. identify text features</p> <p>K.L.1.A.e In speech and written form, apply standard English grammar to: e. use question words in sentences</p> <p>4.SL.4.A.a,b a. describing personal experiences using a prop, picture, or other visual aid with assistance to show understanding b. speaking in complete sentences</p> |

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KNOWLEDGE 9 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.1.A.b With assistance, develop and demonstrate reading skills in response to text by: b. asking and responding to questions about texts read aloud</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> <p>K.L.1.A.d In speech and written form, apply standard English grammar to: d. demonstrate the use of complete sentences in shared language activities</p> <p>K.SL.3.A.c Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> | <p>K.R.1.C.b With assistance, determine the connection between: b. text-to-text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>K.R.3.A.d With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: d. identify text features</p> <p>K.R.3.C.b With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: b. identify basic similarities and differences between two texts on the same topic</p> <p>K.L.1.A.e In speech and written form, apply standard English grammar to: e. use question words in sentences</p> |

KNOWLEDGE 10 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

| Priority Standards | Supporting Standards |
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| <p>K.R.1.A.b With assistance, develop and demonstrate reading skills in response to text by: b. asking and responding to questions about texts read aloud</p> | <p>K.R.1.A.a,e With assistance, develop and demonstrate reading skills in response to text by: a. predicting what might happen next in a text based on the cover, title, and</p> |

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| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.2.A.a With assistance, read, infer, analyze, and draw conclusions (using fiction) to: a. identify elements of a story, including setting, character, and key events</p> <p>K.R.3.C.c With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to: c. name the main topic and recall the key details of the text</p> <p>K.W.2.B.a,b With assistance, draw/write informative/explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic</p> <p>K.L.1.A.d In speech and written form, apply standard English grammar to: d. demonstrate the use of complete sentences in shared language activities</p> <p>K.SL.3.A.c Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by: c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> | <p>illustrations e. recognizing beginning, middle, and end</p> <p>K.L.1.A.e In speech and written form, apply standard English grammar to: e. use question words in sentences</p> |
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| KNOWLEDGE 11 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards | |
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| Priority Standards | Supporting Standards |
| <p>K.R.1.B.e With assistance, develop an understanding of vocabulary by: e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.C.c With assistance, read, infer, and draw conclusions (using text</p> | <p>K.R.1.A.a With assistance, develop and demonstrate reading skills in response to text by: a. predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>K.R.1.B.b</p> |

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| <p>structures in nonfiction) to:</p> <p>c. name the main topic and recall the key details of the text</p> <p>K.W.2.B.a,b</p> <p>With assistance, draw/write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>K.SL.3.A.c</p> <p>Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by:</p> <p>c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</p> | <p>With assistance, develop an understanding of vocabulary by:</p> <p>b. demonstrating understanding of opposites (antonyms)</p> <p>K.R.3.A.b</p> <p>With assistance, read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>b. use titles and illustrations to make predictions about text</p> <p>K.W.1.D.a</p> <p>With assistance from adults/peers:</p> <p>a. explore a variety of conventional/digital tools to produce and publish writing</p> |
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| KNOWLEDGE 12 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards | |
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| Priority Standards | Supporting Standards |
| <p>K.R.1.B.e</p> <p>With assistance, develop an understanding of vocabulary by:</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>K.R.3.C.c</p> <p>With assistance, read, infer, and draw conclusions (using text structures in nonfiction) to:</p> <p>c. name the main topic and recall the key details of the text</p> <p>K.W.2.C.a-e</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p> <p>b. tell the reader about a character or personal event</p> <p>c. place events in the order they occurred</p> <p>d. use words that are related to the topic</p> <p>e. provide a reaction to what happened in the events</p> <p>K.SL.3.A.c</p> <p>Speak clearly and to the point, using conventions of language when presenting (in collaborative discussions) individually or with a group by:</p> <p>c. confirming comprehension by retelling information and</p> | <p>K.R.2.A.d</p> <p>With assistance, read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>d. recognize different types of texts</p> |

asking appropriate questions based on read-alouds or other media