

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the kindergarten classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of kindergarten.

1.1 Foundational Skills

CC.1.1.K.A	Utilize book handling skills. (correct orientation, hold safely, take care of book, do not tear pages etc.)
CC.1.1.K.B	Demonstrate understanding of the organization and basic features of print. (author, illustrator, title, title page, table of contents)
CC.1.1.K.B.1	Follow words left to right, top to bottom and page by page. (track print with pointer/reading finger.
CC.1.1.K.B.2	Recognize that spoken words are represented in written language by specific sequences of letters. (difference between letters and numbers)
CC.1.1.K.B.3	Understand that words are separated by spaces in print. (difference between words and letters)
CC.1.1.K.C.1	Recognize and produce rhyming words.

1.2 Reading Informational Text

CC.1.2.K.A	With prompting and support, identify the main idea and retell key details of the text.
CC.1.2.K.B	With prompting and support, answer questions about key details in a text.
CC.1.2.K.E	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.
CC.1.2.K.J	Use words and phrases through conversations, reading and being read to and responding to texts.

1.3 Reading Literature

CC.1.3.K	Actively engage in group reading activities with purpose and understanding.
CC.1.3.K.A	With prompting and support, retell familiar stories including key details.
CC.1.3.K.D	Name the author and illustrator in a story and define the role of each in telling the story.

1.4 Writing

CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.D	Make logical connections between drawing and dictation/writing.
CC.1.4.K.J	Make logical connections between drawing and writing. (purpose for writing)
CC.1.4.K.X	Write routinely over short time frames.

1.5 Speaking and Listening

CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.K.C	Ask/answer questions in order to seek help, get information or clarify something not understood.

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Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills

Print Concepts

CC.1.1.K.B.4 Recognize and name all uppercase and lowercase letters in the alphabet.

Phonological Awareness

CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds (phonemes). Blend phonemes in spoken words.

CC.1.1.K.C.2 Count, pronounce, blend and segment syllable in spoken words.

CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.

CC.1.1.K.C.4 Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three phoneme (CVC) words. (Phonemes will be in different positions throughout the year. Initial sound first, then final, finally medial.)

Phonics and Word Recognition

CC.1.1.K.D.1 Demonstrate basic knowledge of one-to-one correspondence.

1.3 Reading Literature

Key Ideas and Details

CC.1.3.K.C With prompting and support, identify characters, setting and major events in a story.

Vocabulary Acquisition and Use

CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

CC.1.3.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Quarter 2

Routines

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1.1 Foundational Skills

Print Concepts

CC.1.1.K.B.4 Recognize and name all uppercase and lowercase letters in the alphabet.

Phonological Awareness

CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds (phonemes). Blend phonemes in spoken words.

CC.1.1.K.C.2 Count, pronounce, blend and segment syllable in spoken words.

CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.

CC.1.1.K.C.4 Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three phoneme (CVC) words. (Phonemes will be in different positions throughout the year. Initial sound first, then final, finally medial.)

Phonics and Word Recognition

CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.K.D.1 Demonstrate basic knowledge of one-to-one correspondence.

Fluency

CC.1.1.K.E Read emergent reader text with purpose and understanding. (decoding, why am I reading? Understanding the meaning of decodable words. (i.e. sap)

1.2 Reading Informational Text

CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.

1.3 Reading Literature

Key Ideas and Details

CC.1.3.K.B Answer questions about key details in a text.

CC.1.3.K.C With prompting and support, identify characters setting and major events in a story.

Integration of Knowledge and Ideas

CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).

Vocabulary Acquisition and Use

CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

CC.1.3.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.4 Writing

Information/Explanatory – Opinion/Argumentative – Narrative

CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.R Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CC.1.4.K.R.1 Capitalize the first word in a sentence and the pronoun I.

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CC.1.4.K.R.2	Recognize and use end punctuation.
CC.K.R.3	Spell simple words phonetically.
CC.1.4.K.P	Recount 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.
<i>1.5 Speaking and Listening</i>	
<i>Presentation of Knowledge and Ideas</i>	
CC.1.5.K.E	Speak audibly and express thoughts, feelings and ideas clearly.

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Quarter 3

Routines

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1.1 Foundational Skills

Print Concepts

CC.1.1.K.B.4 Recognize and name all uppercase and lowercase letters in the alphabet.

Phonological Awareness

CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds (phonemes). Blend phonemes in spoken words.

CC.1.1.K.C.2 Count, pronounce, blend and segment syllable in spoken words.

CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.

CC.1.1.K.C.4 Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three phoneme (CVC) words. (Phonemes will be in different positions throughout the year. Initial sound first, then final, finally medial.)

Phonics and Word Recognition

CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.K.D.1 Demonstrate basic knowledge of one-to-one correspondence.

CC.1.1.K.D.3 Read high frequency (most commonly seen in print) sight words with automaticity. Phonetically spelled and not. *see attached list

CC.1.1.K.D.4 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CC.1.1.K.E Read emergent reader text with purpose and understanding. (decoding, why am I reading? Understanding the meaning of decodable words. (i.e. sap)

1.2 Reading Informational Text

CC.1.2.K.C With prompting and support make a connection between two individuals, events, ideas or pieces of information in a text.

CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.

CC.1.2.K.H With prompting and support, identify reasons an author gives to support points in a text.

CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. (context clues)

Vocabulary Acquisition and Use

CC.1.2.K.K Determine or clarify the meaning of unknown multiple-meaning words and phrases based upon grade level reading and content.

1.3 Reading Literature

Key Ideas and Details

CC.1.3.K.B Answer questions about key details in a text.

Integration of Knowledge and Ideas

CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).

Vocabulary Acquisition and Use

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
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CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.
CC.1.3.K.J	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1.4 Writing	
Information/Explanatory – Opinion/Argumentative – Narrative	
CC.1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.G	Use a combination of drawing, dictating and writing to compose opinion pieces on familiar topics.
CC.1.4.K.H	Form an opinion by choosing between two different given topics (I like...)
CC.1.4.K.I	Support the opinion with reasons.
CC.1.4.K.O	Describe experiences and events. (I went to the..., I played with the...)
CC.1.4.K.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
CC.1.4.K.R.1	Capitalize the first word in s sentence and the pronoun I.
CC.1.4.K.R.2	Recognize and use end punctuation.
CC.K.R.3	Spell simple words phonetically.
CC.1.4.K.P	Recount 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.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.D	Share stories, familiar experiences and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
CC.1.5.K.E	Speak audibly and express thoughts, feelings and ideas clearly.
CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking based on kindergarten level content.

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Quarter 4

Routines

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*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills

Print Concepts

CC.1.1.K.B.4 Recognize and name all uppercase and lowercase letters in the alphabet.

Phonological Awareness

CC.1.1.K.C.2 Count, pronounce, blend and segment syllable in spoken words.

CC.1.1.K.C.3 Blend and segment onsets and rimes of single-syllable spoken words.

CC.1.1.K.C.4 Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three phoneme (CVC) words. (Phonemes will be in different positions throughout the year. Initial sound first, then final, finally medial.)

Phonics and Word Recognition

CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.1.K.D.1 Demonstrate basic knowledge of one-to-one correspondence.

CC.1.1.K.D.2 Associate long and short sounds with common spellings for the five major vowels.

CC.1.1.K.D.3 Read high frequency (most commonly seen in print) sight words with automaticity. Phonetically spelled and not. *see attached list

CC.1.1.K.D.4 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CC.1.1.K.E Read emergent reader text with purpose and understanding. (decoding, why am I reading?
Understanding the meaning of decodable words (i.e. sap)

1.2 Reading Informational Text

CC.1.2.K.H With prompting and support, identify reasons an author gives to support points in a text.

CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text. (context clues)

CC.1.2.K.K Determine or clarify the meaning of unknown multiple-meaning words and phrases based upon grade-level reading and content.

1.3 Reading Literature

Vocabulary Acquisition and Use

CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.

CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

CC.1.3.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CC.1.3.K.F Ask and answer questions about unknown words in a text.

1.4 Writing

Information/Explanatory – Opinion/Argumentative – Narrative

CC.1.4.K.A Use a combination of drawing, dictating and writing to compose informative/explanatory texts.

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CC.1.4.K.B	Use a combination of drawing, dictating and writing to focus on one specific topic.
CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
CC.1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.
CC.1.4.K.M	Use a combination of drawing and writing to compose narratives that describe real or imagined experiences or events.
CC.1.4.K.N	Establish who and what the narrative will be about.
CC.1.4.K.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
CC.1.4.K.R.1	Capitalize the first word in s sentence and the pronoun I.
CC.1.4.K.R.2	Recognize and use end punctuation.
CC.K.R.3	Spell simple words phonetically.
CC.1.4.K.P	Recount 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.
CC.1.4.K.W	With guidance and support, recall information from experiences to gather information from provided sources to answer a question.
CC.1.4.K.T	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
CC.1.4.K.V	Participate in individual or shared research projects on a topic of interest.
<i>1.5 Speaking and Listening</i>	
<i>Presentation of Knowledge and Ideas</i>	
CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.5.K.E	Speak audibly and express thoughts, feelings and ideas clearly.
CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking based on kindergarten level content.