

Kindergarten Reading and Writing Units of Instruction 2019-2020



Kindergarten Reading and Writing



Priority Standards and Instructional Unit 1

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

**This unit is designed to...

****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

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

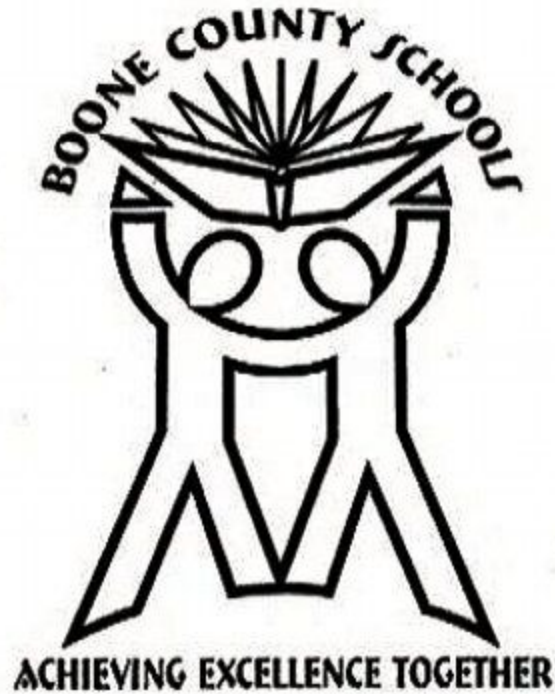
K.RL.2 With prompting and support, orally recognize key details from a summary and demonstrate understanding of the lesson learned in the story.

Supporting
standard

Reading Informational

K.RI.5- Identify the front cover, back cover, and title page of a book.	Supporting Standard
Language	
K.L.1- When writing or speaking , demonstrate appropriate use of: c. interrogative sentence using who, what, where, when, why and how	Priority Standard
Handwriting	
HW.K.1- Print all upper and lowercase letter and numerals	Priority Standard

Kindergarten Reading and Writing



Priority Standards and
Instructional Unit 2

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

**This unit is designed to...

****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.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.

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.

Support Standard

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

- c. Read common high-frequency words by sight

Priority Standard

Reading Literature

K.RL.3- With prompting and support, orally recognize key details from a summary

Support

to demonstrate understanding of the lesson learned in the story.	Standard
K.RL.4- With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Support Standard
Reading Informational	
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.	Support Standard
Language	
K.L.1 - 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: c. Write a letter or letters for most consonant and short-vowel sounds.	Priority Standard
Handwriting	
K.HW.1- Print all upper and lowercase letters and numerals.	Priority Standard

Kindergarten Reading and Writing



Priority Standards and
Instructional Unit 3

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

**This unit is designed to...	
**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.3- Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high frequency words by site	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.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
K.RL.5- Recognize common structures of poems, stories, and dramas.	Supporting Standard
K.RL.10- With prompting and support, flexibly use a variety of comprehension strategies to makes sense of grade-level appropriate, complex literary tasks.	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.	Priority Standard
Language	
K.L.2 -When writing: <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 	Priority Standard
K.L.5 - With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories (eg, shapes, food) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms c. Demonstrate and understanding of verbs and adjectives and their synonyms. 	Supporting Standards
Handwriting	
HW.K.1 - Print all upper and lowercase letters and numerals.	Priority Standard
Composition	
K.C.1 -Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, tostate the topic and an opinion. <ul style="list-style-type: none"> b. Introduce the topic 	Priority Standard

Kindergarten Reading and Writing



Priority Standards and
Instructional Unit 4

K Grade Reading and Writing
Unit: 4

**This unit is designed to...

****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.1-Demonstrate understanding of the organization and basic features of print to aid in comprehension.
d. Recognize and name all upper- 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.
d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.

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

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.

Priority Standard

K.RI.7- With prompting and support, describe the relationship between visuals and the text.	Priority Standard
K.RI.3- With prompting and support, identify the individuals, ideas, or pieces of information presented over the course of a text.	Supporting Standard
K.RI.4- With prompting and support, ask and answer questions about unknown words in a text.	Supporting Standard
Composition	
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. b. Introduce the topic.	Priority Standard
K.C.6- With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Supporting Standard
Language	
K.L.1- When writing or speaking , demonstrate appropriate use of: c. Interrogative sentences using who, what, where, when, why and how	Priority Standard
K.L.4- Determine and 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

Kindergarten Reading and Writing



Priority Standards and
Instructional Unit 5

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

**This unit is designed to...

****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 Informations

K.RI.7-With prompting and support, describe the relationship between visuals and the text.

Priority Standard

K.RI.9-With prompting and support, identify information from two or more texts on similar themes or topics.

Priority Standard

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.

Supporting Standard

K.RI.8- With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Supporting Standard
K.RI.10- With prompting and support, flexibly use a variety of comprehension strategies to make sense of grade-level appropriate, complex information.	Supporting Standard
Language	
K.L.1- When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how	Priority Standard
Composition	
K.C.2- Compose informative and/or explanatory texts, using a combination or drawing, dictating, writing, and digital resources, to establish a topic and supply information about the topic. b. introduce the topic. c. supply information to develop the topic.	Priority Standard
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 6

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

**This unit is designed to...

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

- 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.9-With prompting and support, compare/contrast the adventures and experiences of characters in stories

Priority
Standard

Language

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 consonants and short-vowel sounds.

Priority
Standard

<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p>Composition</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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>b. Recount a single event. c. Include details which describe actions, thoughts, emotions.</p>	<p>Priority Standard</p>
<p>K.C.4- With guidance and support, explore a variety of digital resources to create and publish product, including in collaboration with peers.</p>	<p>Support Standard</p>
<p>Handwriting</p>	
<p>HW.K.1- Print all upper and lowercase letter and numerals</p>	<p>Priority Standard</p>

Kindergarten Reading and Writing



Priority Standards and

Instructional Unit 7

K Grade Reading and Writing Unit: 7

**This unit is designed to...	
**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.3 -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.	Supporting Standard
Reading Informations	
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.	Supporting Standard
K.RI.2 -With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	Priority Standard

<p>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.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>K.L.1-When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how</p>	<p>Priority Standard</p>
<p>K.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Supporting Standard</p>
<p>Composition (6 Weeks) Narrative Writing</p>	
<p>K.C.1-Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. every writing experience must utilize those digital resources.) b. Introduce topic c. Provide reasons with details to support the opinion.</p>	<p>Priority Standard</p>
<p>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.</p>	<p>Priority Standard</p>

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 8

K Grade Reading and Writing Unit: 8

**This unit is designed to...

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

d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.

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

Priority Standard

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

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

Supporting 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.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
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
K.RL.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear.	Priority Standard
Language	
K.L.1 -When writing or speaking, demonstrate appropriate use of: c. interrogative sentences using who, what, where, when, why and how	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 text	Supporting Standard
Composition	
K.C.3 -Compose narratives, using a combination of drawing, dictating, writing	Priority Standard

<p>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"> b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. 	
<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. 	Support Standard
<p>K.L.1-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/. c. sentences using common prepositions. a. complete sentences. 	Support Standard

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 9

K Grade Reading and Writing Unit: 9

**This unit is designed to...

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

- c. Read common high-frequency words by sight.

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.
- d. Orally distinguish between similarly spelled words by identifying the sounds

Supporting Standard

of the letters that differ.	
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.	Supporting Standard
K.RI.2 -With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	Priority Standard
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
K.RI.7 -With prompting and support, describe the relationship between visuals and the text.	Priority Standard
K.RI.9 -With prompting and support, identify information from two or more texts on similar themes or topics.	Priority Standard
Language	
K.L.5 -With guidance and support from adults, explore word relationships and nuances in word meanings. <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
Composition (6 Weeks) Informative Writing	

<p>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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate transitions to develop text structure across paragraphs 	<p>Priority Standard</p>
<p>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.</p> <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. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding statement. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	<p>Supporting Standards</p>
<p>K.L.1-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. 	<p>Supporting Standard</p>
<p>K.L.2-When writing:</p>	<p>Priority Standard</p>

- 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.

Kindergarten Reading and Writing



Priority Standards and Instructional Unit 10

K Grade Reading and Writing Unit: 10

**This unit is designed to...

**** 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.3-Know and apply grade-level phonics and word analysis skills in decoding words.
c. Read common high-frequency words by sight.

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.

Supporting Standard

d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
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.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.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear.	Priority Standard
K.RL.9 -With prompting and support, compare/contrast the adventures and experiences of characters in stories	Priority 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.	Supporting Standard
K.RI.2 -With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	Priority Standard
Language	
K.L.5 -With guidance and support from adults, explore word relationships and	Supporting

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.

Standard