

# Community Unit District 308 English-Language Arts Scope & Sequence

## Kindergarten

### ◆ Standards Taught and Assessed through Formative/Summative Assessments

### ● Standards Taught and Assessed through Formative Assessments

Introduction of Routines and Baseline Assessments (1-3 Weeks)	<b>Introduce Routines:</b> Think-Pair-Share, Whole Class Discussion, Small Group Discussion, Read Aloud, Shared Reading, Independent Reading, Text Club, Benchmark Vocabulary: Informational, Benchmark Vocabulary: Literary – in Teacher Resource tab of the Teacher's Edition <b>Administer:</b> Baseline assessment – enter into Mastery Connect											
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
Approximate Time Frames per Unit	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks
<b>READING STANDARDS FOR LITERATURE</b>												
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	◆	◆	●		●		◆	◆	●	●	◆	◆
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	●		●		●		●		●		●	
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	◆		●		●		◆		●		◆	◆
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	◆		●		●		◆		●		◆	
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	●		●		●	●	●	●	●	●	●	●
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●		●		●		●		●			●
<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●		●		●		●		●		●	
<b>RL.K.8</b> (Not applicable to literature)												
<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	●				●		●		●		●	
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	●		●		●		●		●		●	●
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>												
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.		●		◆		◆		●		◆	●	●
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.		●		●		●		●		◆	●	●
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		●		◆		●		●		◆	●	●
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.		●		◆		◆		●		◆	●	●
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.		●		●		●		●		●		
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		●		●		●		●		●	●	●
<b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	●	●		●		●		●		●		●
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.		●		●		●		●		●		●
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		●		●		●				●	●	●
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.		●		●		●		●		●	●	●

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● Standards Taught and Assessed through Formative Assessments

READING STANDARDS FOR FOUNDATIONAL SKILLS												
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	●		●		●		●		●		●	
<b>RF.K.1.a</b> Follow words from left to right, top to bottom, and page-by-page.	●	●	●	●	●		●	●	●	●	●	●
<b>RF.K.1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters.	●	●	●		●	●	●		●	●	●	●
<b>RF.K.1.c</b> Understand that words are separated by spaces in print.	●	●	●	●	●	●	●	●		●	●	●
<b>RF.K.1.d</b> Recognize and name all upper- and lowercase letters of the alphabet.	◆	◆	◆		◆		◆		◆		◆	
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●		●		●		●	●	●	●
<b>RF.K.2.a</b> Recognize and produce rhyming words.	●		●	●	●			●	●	●	●	●
<b>RF.K.2.b</b> Count, pronounce, blend, and segment syllables in spoken words.	●		●		●		●			●		●
<b>RF.K.2.c</b> Blend and segment onsets and rimes of single syllable spoken words.		●			●	●	●		●	●		●
<b>RF.K.2.d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	●	●	●		●		●		●	●		●
<b>RF.K.2.e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	●		●		●		●			●	●	●
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.		●	●		●		●		●	●	●	●
<b>RF.K.3.a</b> 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>RF.K.3.b</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	●		●			●		●	●	●	●	●
<b>RF.K.3.c</b> Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
<b>RF.K.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	●		●		●		●		●	●	●	
<b>RF.K.4</b> Read emergent reader texts with purpose and understanding.	●	●	●		●		●		●	●	●	●
WRITING STANDARDS												
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	◆			◆		◆		◆	◆		◆	◆
<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		◆		◆		◆		◆		◆		◆
<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	◆		◆		◆		◆		◆		◆	

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happened.												
<b>W.K.4</b> (Begins in Grade 3)												
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●	●	●	●	●		●	●	●	●	●	●
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●	●	●	●	●	●	●	●	●	●	●	●
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		◆	◆	◆		◆		◆	◆	◆	◆	◆
<b>W.K.9</b> (Begins in Grade 4)												
<b>W.K.10</b> (Begins in Grade 4)												
<b>SPEAKING AND LISTENING STANDARDS</b>												
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●
<b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●	●	●	●	●	●	●	●	●	●	●	
<b>SL.K.1.b</b> Continue a conversation through multiple exchanges.	●	●	●	●	●	●	●	●	●	●	●	●
<b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		◆	◆	◆	◆	◆	◆	◆	◆		◆	◆
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●		●		●	●	●	●	●	●	●
<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	◆	●	◆	●	●	●	●	●	●	●	●	●
<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	●		●	●		●	●	●	●	●	●	◆
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●
<b>LANGUAGE STANDARDS</b>												
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
<b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	◆	●	●	●	●
<b>L.K.1.a</b> Print many upper- and lowercase letters.	●	●	●		●	●	●	●	●	●	●	●
<b>L.K.1.b</b> Use frequently occurring nouns and verbs.		●	●		●		●			●		●
<b>L.K.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ).		●		●		●		●		●		●
<b>L.K.1.d</b> Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ).		●	●			●		●	●		●	

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<b>L.K.1.e</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).		●		●		●		●		●		●
<b>L.K.1.f</b> Produce and expand complete sentences in shared language activities.	●	●	●	●	●	◆	◆	●	●	●	●	●
<b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	◆	◆	●	●	●	●
<b>L.K.2.a</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	●			●	●		●	●	●		●	
<b>L.K.2.b</b> Recognize and name end punctuation.	●		●	●	●	●	●	●	●	●	●	
<b>L.K.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	●	●		●		●		●		●		●
<b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		●	●	●	●	●	●	●	●	●	●	●
<b>L.K.3</b> (Begins in Grade 2)												
<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.	●		◆	◆	◆	◆	◆	◆	●		◆	◆
<b>L.K.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	●		●	●	●			●	●			●
<b>L.K.4.b</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.			●		●					●		
<b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	◆				●	●			●	●		●
<b>L.K.5.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		◆		●		●	●		●		◆	
<b>L.K.5.b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			●			●						
<b>L.K.5.c</b> Identify real-life connections between words and their use (e.g., note places that are <i>colorful</i> ).		●				●	●			●	●	●
<b>L.K.5.d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	●				●	●				●	●	
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●