

Reading Literature (RL)

Marking Period Four:	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	1. With prompting and support, ask and answer questions about key details in a text.	4. Ask and answer questions about unknown words in a text.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	10. Actively engage in group reading activities with purpose and understanding.
Learning Target	I can ask questions about a book. I can answer questions about a book.	I can ask questions about words I don't know. I can answer questions about words I don't know.	I can tell how character adventures are the same/different. I can tell how character experiences are same/different.	I can enjoy reading and learning how to read.
Power Standard	R.NT.00.03		R.CM.00.01	R.AT.00.01
CCSS	2. With prompting and support, retell familiar stories, including key details.	5. Recognize common types of texts (e.g., storybooks, poems).		
Learning Target	I can tell you what happens in a story. I can tell a story with a beginning, middle and end.	I can tell what a story is. I can tell what a poem is.		
Power Standard	R.NT.00.03	N.NT.00.02		
CCSS	3. With prompting and support, identify characters, settings, and major events in a story.			
Learning Target	I can tell who was in the story (characters) I can tell where the story takes place (setting). I can tell what happened in the story (major events).			
Power Standard	R.NT.00.03			

Reading Informational Text (RI)

Marking Period Four:	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS	1. With prompting and support, ask and answer questions about key details in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.	7. 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).	10. Actively engage in group reading activities with purpose and understanding.
Learning Target	I can, with help, ask and answer questions about a book.	I can ask questions about words I don't know.	I can tell that the pictures match words in a story.	I can enjoy reading and learning how to read.
Power Standard	R.IT.00.04		R.IT.00.04	R.AT.00.01
CCSS	2. With prompting and support, identify the main topic and retell key details of a text.		8. With prompting and support, identify the reasons an author gives to support points in a text. R.IT.002/03	
Learning Target	I can tell what a story is about. I can give details about the story.		I can tell why the author wrote this book. I can make meaning/connections from the story.	
Power Standard	R.CM.00.02		R.IT.00.01/04	
CCSS	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). R.CM.00.03	
Learning Target	I can tell how two stories are the same.		I can tell how two stories are the same or different.	
Power Standard	R.IT.00.04 R.CM.00.01		R.CM.00.01	

Reading Foundational (RF)

Marking Period Four	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency
CCSS	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	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.	
Learning Target	I can start from the left and move to the right while reading. I can start at the top of the page while reading.	I can tell you a word that rhymes with _____.	I can say the long vowel sounds. I can say the short vowel sounds.	
Power Standard	R.WS.00.07	R.WS.00.04/08	R.WS.00.004/08	
CCSS	1b. Recognize that spoken words are represented in written language by specific sequences of letters.	2b. Count, pronounce, blend, and segment syllables in spoken words.	3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	
Learning Target	I can understand that words are made of letters.	I can clap (count) syllables.	I can read 15 words (high Frequency).	
Power Standard	R.WS.00.07	R.WS.00.03/04	R.WS.00.06	

Marking Period Four	Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency
CCSS	1c. Understand that words are separated by spaces in print.	2c. Blend and segment onsets and rimes of single-syllable spoken words.		
Learning Target	I can point to spaces in words.	I can put sounds together to make a word. I can stretch Words (rat: r-at).		
Power Standard	R.WS.00.07	R.WS.00.04		
CCSS	1d. Recognize and name all upper- and lowercase letters of the alphabet.	2d. 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/.)		
Learning Target	I can name upper and lower case letters.	I can say the first sound I hear in a word. I can say the last sound I hear in a word. I can hear the middle sound in a word.		
Power Standard	R.WS.007	R.WS.00.03		
CCSS		2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *		
Learning Target		I can change letters to make new words. R.WS.00.02		
Power Standard		R.WS.00.01/03/04/08		

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology.

Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing (W)

Marking Period Four	Text Type/Purpose	Production/Distribution	Research to Build/ Present Knowledge	Range of Writing
CCSS	1. 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>)	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
Learning Targets	I can draw and write about my favorite book.	I can listen to my friends and teachers about my writing. I can add details to my writing.	I can listen to books. I can tell how I feel about a book.	
Power Standard	R.IT.00.04	W.RP.00.04	W.GN.00.04	
CCSS	2. 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.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question R.CM.00.03	
Learning Target	I can draw what I know.	I can type on a computer. I can ask friends for help.	I can answer a question using what I know. I can answer a question using a book.	
Power Standard	W.GN.00.03		R.CM.00.01	

Language (L)

Marking Period Four	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
CCSS	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. 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>).</p>		<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many uppercase and lowercase letters</p>
Learning Targets	<p>I can tell the difference between two words that sound the same.</p> <p>I can tell the meaning of a word after hearing it being used in a sentence.</p>		I can write letters.
Power Standards			W.HW.00.01
CCSS	<p>4b. 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.</p>		<p>1b. Use frequently occurring nouns and verbs.</p> <p>S.CN.00.02</p>
Learning Targets	<p>I can add an ending to a word to change its meaning.</p> <p>I can add a beginning to a word to change its meaning.</p>		I can talk in sentences.
Power Standards			S.CN.00.01
CCSS	<p>4c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>		<p>1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>
Learning Target	I can tell what a word means.		I can say words that say one or more than one.
Power Standard			

Marking Period Four	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
CCSS	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
Learning Target	I can use words I've heard to tell about a book. I can respond using words I've heard.		I can ask a question.
Power Standard			
CCSS			1e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
Learning Target			I can use words to show where things are.
Power Standard			
CCSS			1f. Produce and expand complete sentences in shared language activities. S.CN.00.02
Learning Target			I can talk in sentences.
Power Standard			S.CN.00.01
CCSS			2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> .
Learning Target			I can write a sentence. I can spell words in a sentence. I can start a sentence using a capital letter. I can end a sentence with punctuation (e.g. .?!).
Power Standard			W.HW.00.01/02/03 W.SP.00.01/02
CCSS			2b. Recognize and name end punctuation
Learning Target			I can end a sentence using punctuation (e.g. .?!).
Power Standard			

Marking Period Four:	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
CCSS			2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Learning Target			I can listen to letter sounds and write them.
Power Standard			R.WS.00.01/03/04/08
CCSS			2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships
Learning Target			I can listen and write letters.
Power Standard			R.WS.00.01/03/04/08

Speaking/Listening (SL)

Marking Period Four	Presentation of Knowledge and Ideas	Comprehension/Collaboration
CCSS		1b. Continue a conversation through multiple exchanges.
Learning Targets		I can talk in a group. I can take my turn.
Power Standards		S.DS.00.01
CCSS		2. 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
Learning Targets		I can answer questions about a book. I can answer questions about a movie. I can ask for help.
Power Standards		
CCSS		3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Learning Targets		I can ask questions. I can ask for help. I can answer questions.
Power Standards		