

Kindergarten Standards and Scope and Sequence Map
Reading Level: Fountas and Pinnell Range A, B, C, and D

| Trimester 1 | September-November | |
|------------------------------------|---|---|
| Focus Standards | <p>RL K.1 With prompting and support, ask and answer questions about key details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RL K.3 With prompting and support, identify characters, settings, and major events in a story. Craft and Structure RL K. 4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems). RI K.1 With prompting and support, ask and answer questions about key details in a text. RI K.2 With prompting and support, identify the main topic and retell key details of a text. RI K. 3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K. 4 With prompting and support, ask and answer questions about unknown words in a text. RI K.5 Identify the front cover, back cover, and title page of a book.</p> <p>FS K.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>FS K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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 //, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | |
| Instructional Units | <p>The Comprehension Toolkit</p> | <p align="center">Lessons 1-11</p> <ol style="list-style-type: none"> Think about the Text Notice and Think about Nonfiction Features Explore Nonfiction Features Discover Your Passion Think about What You Know Make Connections Merge New Thinking with New Learning View and Read to Learn and Wonder Wonder about New Information Use Questions as Tools for Learning Read with a Question in Mind |
| | <p>Journeys</p> | <p>Units One and Two: Select lessons that address identified standards and target skills; you may include outside resources</p> <ul style="list-style-type: none"> Main Idea and details Summarize Understanding Character Infer/predict Story Structure Text and Graphic Features Sequence of Events Compare and contrast |
| | <p>Sight Vocabulary</p> | <p>I, like, the, and, see, we, a, to</p> |
| | <p>Fundations</p> | <p>Daily lessons following Fundations scope and sequence</p> |
| | <p>Guided Reading</p> | <p>Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results</p> |
| | <p>Grammar</p> | <p>Incorporate lesson and concepts from Journeys based on instructional needs identified in student work</p> |
| | <p>Spelling and Vocabulary</p> | <p>Incorporate words and concepts from Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work</p> |
| | <p>Writing</p> | <p>Units of Study: Unit 1: Launching the Writing Workshop Incorporate:</p> <ul style="list-style-type: none"> lessons and concepts from Journeys based on instructional needs identified in student work |
| Uniform Outcome Assessments | <p>Kindergarten Profile</p> | <p>Concepts of Print, Letter Recognition (Upper and Lower Case), Letter Formation (Upper and Lower case), Letter sounds, Rhyme Awareness, Sight Words, Oral Retell, DRA (Independent and instructional Levels)</p> |

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| Trimester 2 | December-February | |
|----------------------------|---|--|
| Focus Standards | <p>RL K. 4 Ask and answer questions about unknown words in a text.</p> <p>RL K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL K.7 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).</p> <p>RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="padding-left: 20px;">a. With prompting and support, students will make cultural connections to text and self.</p> <p>RI K. 4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI K.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).</p> <p>RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI K.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).</p> <p>FS K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p style="padding-left: 20px;">b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p style="padding-left: 20px;">c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p style="padding-left: 20px;">d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | |
| Instructional Units | The Comprehension Toolkit | <p align="center">Lessons 12-18</p> <p>12. Infer Meaning 13. Learn to visualize 14. Make Sense of New Information 15. Infer and Visualize with Narrative Nonfiction 16. Figure Out What's Important 17. Paraphrase Information 18. Organize Your Thinking as You Read</p> |
| | Journeys | Units Three and Four: Select lessons that address identified standards and target skills; you may include outside resources <ul style="list-style-type: none"> • Compare and contrast • Conclusions • Author's purpose • Cause and effect • Sequence of events • Inferences |
| | Sight Vocabulary | I, like, the, and, see, we, a, to, come, me, with, my, you, what, where, are, now, is, how, find, this, will, be, go, for |
| | Guided Reading | Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results |
| | Foundations | Daily lessons following Foundations scope and sequence |
| | Grammar | Incorporate lesson and concepts from Journeys based on instructional needs identified in student work |
| | Spelling and Vocabulary | Incorporate words and concepts from Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work |
| | Writing | Units of Study: Unit 2: Small Moments: Writing For Readers Incorporate: <ul style="list-style-type: none"> • lessons and concepts from Journeys based on instructional needs identified in student work |
| Uniform Outcome | Kindergarten | Letter sounds, Rhyme Awareness, Sight Words, Oral Retell, DRA (Independent and instructional Levels) |

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|----------------------------|---|---|
| Assessments | Profile | |
| Trimester 3 | March-June | |
| Focus Standards | <p>RL K. 4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems). RL K.10 Actively engage in group reading activities with purpose and understanding. RL K.11 With prompting and support, make connections between self, text, and the world around them (text, media, social interaction). RI K. 4 With prompting and support, ask and answer questions about unknown words in a text. RI K.5 Identify the front cover, back cover, and title page of a book. RI K. 4 With prompting and support, ask and answer questions about unknown words in a text. RI K.5 Identify the front cover, back cover, and title page of a book. RI K.10 Actively engage in group reading activities with purpose and understanding. FS K.4 Read emergent-reader texts with purpose and understanding.</p> | |
| Instructional Units | The Comprehension Toolkit | Lessons 19-22 19. Summarize Information 20. Read to Get the big Ideas 21. Explore and Investigate 22. Share Your Learning |
| | Journeys | Units Five and Six: Select lessons that address identified standards and target skills, you may include outside resources <ul style="list-style-type: none"> • Understanding characters • Story structure • Sequence of events • Conclusions • Text and graphic features • Cause and effect • Compare and contrast • Main ideas and details |
| | Sight Vocabulary | I, like, the, and, see, we, a, to, come, me, with, my, you, what, where, are, now, is, how, find, this, will, be, go, for, make, play, said, good, she, all, he, no, do, down, have, help, look, out, off, take |
| | Guided Reading | Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results |
| | Foundations | Daily lessons following Foundations scope and sequence |
| | Grammar | Incorporate lesson and concepts from Journeys based on instructional needs identified in student work |
| | Spelling and Vocabulary | Incorporate words and concepts from Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work |
| | Writing | Begin Unit Three: How-To-Books: Writing to Teach Others Incorporate: <ul style="list-style-type: none"> • lessons and concepts from Journeys based on instructional needs identified in student work |
| | Uniform Outcome Assessments | Kindergarten Profile |