



Course Name Kindergarten ELA

Approved August 26, 2024

Unit Title Trimester 1, Unit 1

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. · Follow words 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 lower case letters of the alphabet.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · 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 sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters have names make words and sounds <input type="checkbox"/> Authors write for a purpose: tell a story or give us information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Why are traditional rhymes, songs, and stories important to people? <input type="checkbox"/> What makes a classroom community comfortable for everyone? <input type="checkbox"/> Why do you need letters? <input type="checkbox"/> What does it mean to be a good friend?
	Acquisition	
<p><i>Students will know...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the basic features of print <input type="checkbox"/> I know the parts of a book and text 	<p><i>Students will be skilled at...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use book handling skills to read text 	

CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B With prompting and support, answer questions about key details in a text.

CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information 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.F With prompting and support, ask and answer questions about unknown words in a text.

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

CC.1.2.K.H With prompting and support, identify the 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.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

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

CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.K.A With prompting and support, retell familiar stories including key 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, settings, and major events in a story.

CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E Recognize common types of text.

CC.1.3.K.F Ask and answer questions about unknown

- I know the parts of a story
- I know how illustrations relate to a story
- I know that words have multiple meanings
- I know that lines and curved form letters
- I know consonant and short vowels sounds and letters

Writing

- I know that a narrative tells a story
- I know a narrative has a beginning, middle, and end

- I can tell the main idea and recall key details of text with prompting and support
- I can answer questions about informational text and literature with prompting and support
- I can identify similarities and differences between two texts with prompting and support
- I can engage in group reading activities with purpose and understanding
- I can identify consonants and short vowels
- I can form lower-case letters
- I can recognize consonant and short vowel sounds
- I can identify rhyming words
- I can hear and identify beginning and ending sounds phonemically
- I can read fluently using phrasing

Writing:

- I can tell, draw, and write a whole story.
- I can sequence a narrative story
- I can tell and record ideas on paper with drawing or writing

words in a text.

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

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.K Actively engage in group reading activities with purpose and understanding.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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 and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.D Make logical connections between drawing and dictation/writing.

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

CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.

CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.K.J Make logical connections between drawing and writing.

CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.

CC.1.4.K.M Use a combination of drawing, dictating, 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.O Describe experiences and events.

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.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.

CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions

from peers, and add details to strengthen writing as needed.

CC.1.4.K.X Write routinely over short time frames.



Course Name Kindergarten ELA

Unit Title Trimester 2, Unit 2

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. · Follow words 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 lower case letters of the alphabet.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · 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 sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words. · Demonstrate basic knowledge of one-to-one letter-sound correspondence. · Associate the long and short sounds with common spellings for the five major vowels. · Read grade-level high-frequency sight words</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters have names make words and sounds <input type="checkbox"/> Authors write for a purpose: tell a story or give us information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How does an author tell a story using pictures instead of words? <input type="checkbox"/> Why are numbers important? <input type="checkbox"/> What is kindness? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> What makes the place where you live a home? <input type="checkbox"/> What makes a community? <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> How do writers make stories fun to read?

<p>with automaticity. · Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CC.1.1.K.E Read emergent-reader text with purpose and understanding.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Why are folktales important to people? <input type="checkbox"/> Why are traditional stories important to people?
Acquisition		
<p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas</p>	<p><i>Students will know...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the parts of a book and text <input type="checkbox"/> I know the parts of a story <input type="checkbox"/> I know how illustrations relate to a story <input type="checkbox"/> I know that words have multiple meanings <input type="checkbox"/> I know that letters make sounds and sounds make words <input type="checkbox"/> I know forming letters and words is a way to communicate in writing 	<p><i>Students will be skilled at...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the main idea and recall key details of text with prompting and support <input type="checkbox"/> I can answer questions about informational text and literature with prompting and support <input type="checkbox"/> I can identify similarities and differences between two texts with prompting and support <input type="checkbox"/> I can engage in group reading activities with purpose and understanding <input type="checkbox"/> I can use phonemic awareness to blend, segment, and manipulate sounds <input type="checkbox"/> I can blend, segment, and read three-sound short vowel words <input type="checkbox"/> I can organize letters in alphabetical order <input type="checkbox"/> I can write upper-case letter formations <input type="checkbox"/> I can blend sounds in nonsense words <input type="checkbox"/> I can distinguish long and short vowels

and between texts with focus on textual evidence.
CC.1.3.K.A With prompting and support, retell familiar stories including key 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, settings, and major events in a story.

CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E Recognize common types of text.

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

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

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.K Actively engage in group reading activities with purpose and understanding.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

Writing:

- I know that information writing tells true information
- I know how to write from experiences

- I can read sentences with fluency and phrasing
- I can identify high frequency (trick) words

Writing:

- I can use research, experiences, and true facts to tell about something
- I can write a structured piece that gives information about one topic
- I can tell and record ideas on paper with drawing or writing

CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

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.D Make logical connections between drawing and dictation/writing.

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

CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.K.J Make logical connections between drawing and writing.

CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize the first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.

CC.1.4.K.M Use a combination of drawing, dictating, 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.O Describe experiences and events.

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.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.

CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Standard - CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

Standard - CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.

Standard - CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.K.X Write routinely over short time frames.



Course Name Kindergarten ELA

Unit Title Trimester 3, Unit 3

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. · Follow words 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 lower case letters of the alphabet.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · 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 sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words. · Demonstrate basic knowledge of one-to-one letter-sound correspondence. · Associate the long and short sounds with common spellings for the five major vowels. · Read grade-level high-frequency sight words</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters have names make words and sounds <input type="checkbox"/> Authors write for a purpose: tell a story or give us information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Why are animals important? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> What makes every person special? <input type="checkbox"/> Why is it important to understand your feelings? <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> What makes these stories fun to read aloud together? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers?

<p>with automaticity. · Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CC.1.1.K.E Read emergent-reader text with purpose and understanding.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to celebrate differences? <input type="checkbox"/> Why are cumulative tales important to people?
Acquisition		
<p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas</p>	<p><i>Students will know...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the parts of a book and text <input type="checkbox"/> I know the parts of a story <input type="checkbox"/> I know how illustrations relate to a story <input type="checkbox"/> I know that words have multiple meanings <input type="checkbox"/> I know that letters make sounds and sounds make words <input type="checkbox"/> I know forming letters and words is a way to communicate in writing <p>Writing:</p>	<p><i>Students will be skilled at...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tell the main idea and recall key details of text with prompting and support <input type="checkbox"/> I can answer questions about informational text and literature with prompting and support <input type="checkbox"/> I can identify similarities and differences between two texts with prompting and support <input type="checkbox"/> I can engage in group reading activities with purpose and understanding <input type="checkbox"/> I can segment words to individual phonemes <input type="checkbox"/> I can identify sounds for consonant digraphs <input type="checkbox"/> I can decode and spell words with beginning and ending digraphs <input type="checkbox"/> I can write dictated sentences with capital letters, spaces, and a punctuation mark. <p>Writing:</p>

and between texts with focus on textual evidence.

CC.1.3.K.A With prompting and support, retell familiar stories including key 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, settings, and major events in a story.

CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E Recognize common types of text.

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

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

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.K Actively engage in group reading activities with purpose and understanding.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.

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.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

- I know that opinion writing gives a well-defined perspective and supporting details
- I know the importance of forming an opinion and supporting my opinion with reasons

- I can support an opinion with details, reasons, and appropriate content.
- I can form an opinion between two given topics
- I can use words like because to express my reasons for choosing an opinion

CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.D Make logical connections between drawing and dictation/writing.

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

CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.

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 given topics.

CC.1.4.K.I Support the opinion with reasons.

CC.1.4.K.J Make logical connections between drawing and writing.

CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · 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.

<p>CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize the first word in sentence and pronoun I. · Recognize and use end punctuation. · Spell simple words phonetically.</p> <p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.4.K.X Write routinely over short time frames.</p>		
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