

**COMMON CORE STANDARDS-BASED CURRICULUM**

Grade: K2

Content Area: English Language arts

CCSS	Objectives	Terms/ Key Concepts	Assessments / Classroom Activities
<b>Reading: Literature</b>			
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Read closely to determine what the text says.</li> <li>• State specific evidence from the text when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• main idea</li> <li>• characters</li> <li>• setting</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about text</li> <li>• Sequence the events of the text</li> <li>• What is the problem in the story. How did the characters solve it?</li> </ul>
RL.K.2 With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>• Recall details of a story.</li> <li>• State the main idea of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• plot</li> <li>• who-what-when-where questions</li> <li>• details</li> </ul>	<ul style="list-style-type: none"> <li>• Create illustrations to demonstrate understanding of text</li> </ul>
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story orally</li> </ul>
RL.K.4 Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• Use the story and pictures to make sense of unknown words in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Define new vocabulary words orally - use in sentences</li> <li>• Match new vocabulary words with pictures</li> </ul>
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• Identify different types of texts (genre).</li> </ul>	<ul style="list-style-type: none"> <li>• genre</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text features</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Identify the author and illustrator and tell the role of each.</li> </ul>	<ul style="list-style-type: none"> <li>• author</li> <li>• illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• pearsonsuccesnet.com</li> </ul>
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).	<ul style="list-style-type: none"> <li>• Look at the pictures and make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• predict</li> <li>• illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Take a picture walk of story (describe illustrations)</li> <li>• Make predictions about illustrations and story events.</li> </ul>

RL.K.8 (RL.K.8 not applicable to literature)	•	•	•
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Compare and contrast characters.	• picture walk • characters	• Oral participation
RL.K.10 Actively engage in group reading activities with purpose and understanding.	• Participate in group reading activities.	•	• Think-Pair-Share
<b>Reading: Informational Text</b>			
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	• Ask and answer questions about the text.	• details	• List events of story in sequential order using story cards • Connect events in story with personal experience
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	• Identify the main topic or idea. • Recall details of a story	• main topic • main idea	• Compare and contrast characters • Analyze a character's traits
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Summarize story details	• characters • information	• Small/large group discussions
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	• Understand the meaning of new words in a text	• vocabulary	• Match new vocabulary words with pictures • Use new words in sentences orally
RI.K.5 Identify the front cover, back cover, and title page of a book.	• Identify text features - front cover, back cover, title page, author, and illustrator	• front cover • back cover • title page	• Small/large group instruction on text features
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• Define the role of the author and illustrator	• author • illustrator	• Reading Street • Pearsonsuccessnet.com

<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>	<ul style="list-style-type: none"> <li>• Draw conclusions from pictures (predict)</li> </ul>	<ul style="list-style-type: none"> <li>• illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Picture walk of story - looking only at illustrations (what do you see? What is happening?)</li> </ul>
<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• Identify reasons why an author wrote what he did</li> </ul>	<ul style="list-style-type: none"> <li>• predict</li> <li>• reason</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Make predictions</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Compare/contrast two different texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast two texts using Venn Diagram</li> <li>• Use of other graphic organizers</li> </ul>
<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Actively participate in group reading activities</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• trade books</li> <li>• participation</li> </ul>
<b>Reading: Foundational Skills</b>			
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to follow print left to right, top to bottom, front to back of book</li> <li>• Recognize that groups of letters form words</li> <li>• Understand that words are separated by spaces</li> </ul>	<ul style="list-style-type: none"> <li>• front cover</li> <li>• back cover</li> <li>• title page</li> <li>• print</li> <li>• letters</li> <li>• words</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Find, point and identify letters and words</li> <li>• letter tiles, word puzzles to form cvc words</li> <li>• Reading Street KReaders and My Skills Buddy</li> </ul>
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• Understand spoken words, syllables, and sounds</li> <li>• Recognize and produce rhyming words</li> <li>• Isolate and identify the beginning, middle, and final sounds of a spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• syllables</li> <li>• rhyming words</li> <li>• blend</li> <li>• cvc words</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Clap the syllables</li> <li>• Picture cards and trade books to hear rhyming words</li> <li>• puzzles and word cards to sound out and blend cvc words</li> <li>• Reading Street - KReaders, skills Buddy, pearsonsuccessnet.com</li> </ul>

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• Decode words using phonics and word analysis skills</li> <li>• Associate letter and sound correspondence</li> <li>• Recognize sight words</li> </ul>	<ul style="list-style-type: none"> <li>• alphabet</li> <li>• vowel</li> <li>• consonant</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Alphabet games and picture cards to recognize letters and letter sounds</li> <li>• Reading Street - KReaders, Skills Buddy, pearsonsuccessnet.com</li> <li>• Sight word cards and games</li> </ul>
RF.K.4 Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• List the events of a story in sequential order</li> <li>• Recall details of a story</li> <li>• Retell a story identifying beginning, middle, end</li> <li>• Exposure to a variety of literature</li> </ul>	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• retell</li> <li>• reread</li> <li>• recall</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Use picture cards to sequence events of a story</li> <li>• Illustrate the beginning, middle, and end of a story</li> <li>• Reading Street</li> </ul>
<b>Language</b>			
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• To comprehend more fully when writing or speaking</li> <li>• To recognize and print upper and lower case letters</li> <li>• To understand and use correctly nouns, verbs, prepositions, and question words</li> </ul>	<ul style="list-style-type: none"> <li>• uppercase</li> <li>• lowercase</li> <li>• nouns</li> <li>• verbs</li> <li>• prepositions</li> <li>• question words</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Matching upper and lowercase letters</li> <li>• Printing the alphabet</li> <li>• Finding nouns, verbs, prepositions in sentences</li> <li>• use question words correctly</li> <li>• Reading Street - Skills Buddy, Grammar Jammer(pearsonsuccessnet.com)</li> </ul>
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Demonstrate correct use of capitalization and punctuation when writing</li> <li>• Spell cvc words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• punctuation</li> <li>• capitalization</li> <li>• phonemes</li> <li>• spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Sentence writing</li> <li>• Spell cvc words phonetically</li> <li>• Reading Street</li> <li>• Letter tiles, word cards to blend cvc words</li> </ul>
L.K.3 (L.K.3 begins in grade 2)	•	•	•
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<ul style="list-style-type: none"> <li>• Identify unknown words when reading or being read to</li> <li>• Identify multiple meaning words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• listening skills</li> <li>• vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Match Amazing words (vocabulary) with correct picture</li> <li>• Use new vocabulary words correctly in sentences</li> </ul>

	<ul style="list-style-type: none"> <li>Use new vocabulary words correctly in sentences when speaking or writing</li> </ul>		<ul style="list-style-type: none"> <li>Reading Street - story, KReader, Skills Buddy, Pearsonsuccessnet.com</li> </ul>
<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>Identify real-life connections between words</li> <li>Distinguish word meaning</li> <li>Sort common objects into categories</li> </ul>	<ul style="list-style-type: none"> <li>multiple meaning words</li> <li>verbs</li> <li>adjectives</li> <li>antonyms</li> <li>same</li> <li>different</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Act out verb meanings</li> <li>Match and sort words and pictures into categories</li> <li>Reading Street</li> </ul>
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>Use words and phrases through conversations</li> <li>Identify phrases through reading</li> </ul>	<ul style="list-style-type: none"> <li>conversation</li> <li>phrase</li> <li>listening skills</li> <li>topic</li> <li>predict</li> <li>discuss</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Think-Pair-Share</li> <li>Group discussions</li> </ul>
<b>Speaking and Listening</b>			
<p>SL.K.1 Participate in collaborative conversations with diverse partners about <b>kindergarten topics and texts</b> with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> <li>Listen to conversations with peers and adults for understanding</li> <li>Share information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>listen</li> <li>conversation</li> <li>discuss</li> <li>cooperate</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Think-Pair-Share</li> <li>Small/large group discussions on a certain topic</li> </ul>
<p>SL.K.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.</p>	<ul style="list-style-type: none"> <li>Confirm understanding of texts read aloud through conversations, drawings, sequencing, and retelling</li> <li>Verify information by asking and answering questions</li> <li>Compare and contrast information</li> </ul>	<ul style="list-style-type: none"> <li>comprehension</li> <li>question</li> <li>answer</li> <li>illustrate</li> <li>sequence</li> <li>retell</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Class discussions about text</li> <li>Illustrate the information</li> <li>Retell the information</li> <li>Sequence the information</li> <li>Graphic organizer - compare/contrast</li> </ul>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>Seek out information</li> <li>Clarify understanding of information</li> </ul>	<ul style="list-style-type: none"> <li>comprehension</li> <li>information</li> <li>conversation</li> <li>clarify</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Group discussions</li> <li>Think-Pair-Share</li> <li>Graphic organizers</li> </ul>
<p>SL.K.4</p>	<ul style="list-style-type: none"> <li>Apply prior knowledge of the subject</li> </ul>	<ul style="list-style-type: none"> <li>people</li> <li>places</li> <li>things</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>KWL chart to gain prior knowledge</li> <li>Class discussions</li> </ul>

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Recall information about people, places, things, events</li> <li>Provide additional details by using additional texts and visual aids</li> </ul>	<ul style="list-style-type: none"> <li>events</li> <li>detail</li> <li>describe</li> </ul>	<ul style="list-style-type: none"> <li>Provide and use different texts and visual aids</li> <li>Retell and illustrate the material</li> </ul>
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Use drawings and visual aids to depict detail</li> </ul>	<ul style="list-style-type: none"> <li>visualize</li> <li>illustration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Create illustrations to demonstrate understanding of the text</li> <li>Draw pictures to express ideas</li> <li>Draw and label pictures</li> </ul>
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>Speak audibly to express thoughts, feelings, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>thoughts</li> <li>feelings</li> <li>ideas</li> <li>speaking audibly</li> <li>express</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Think-Pair-Share</li> <li>Small/large group discussions about subject</li> <li>Draw pictures and write a sentence to express thoughts, ideas, or feelings</li> </ul>
<b>Writing</b>			
W.K.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., <b>My favorite book is...</b> ).	<ul style="list-style-type: none"> <li>State an opinion about a topic or a book using drawing, dictating, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>topic</li> <li>opinion</li> <li>dictate</li> <li>preference</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Writing samples about a given topic or book</li> <li>Illustrate given topic or book</li> <li>Complete the sentence frames I like _____. I think _____ etc.</li> <li>Large group or partner discussions about a given topic or book</li> </ul>
W.K.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.	<ul style="list-style-type: none"> <li>Draw, dictate or write about informative or explanatory text.</li> </ul>	<ul style="list-style-type: none"> <li>dictate</li> <li>informative</li> <li>explanatory</li> <li>text</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Create illustrations to demonstrate understanding of text</li> <li>Participate in large/small group discussions about text</li> <li>Writing samples about text or book</li> </ul>
W.K.3 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 happened.	<ul style="list-style-type: none"> <li>List events of a story in sequential order</li> <li>Summarize story details</li> </ul>	<ul style="list-style-type: none"> <li>sequence</li> <li>dictate</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Sequence the story orally using words first, next, last</li> <li>Illustrate the story</li> <li>Write sentence for each illustration</li> </ul>

			<ul style="list-style-type: none"> <li>• Think-pair-share with partner about story - did you like the story and why</li> </ul>
W.K.4 (W.K.4 begins in grade 3)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> <li>• Respond to questions and suggestions from peers about writing</li> </ul>	<ul style="list-style-type: none"> <li>• Topic details</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work with peers to discuss topic</li> <li>• Small group work with teacher to discuss topic and begin writing about it</li> <li>• Use sentence starters to complete writing</li> </ul>
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing</li> </ul>	<ul style="list-style-type: none"> <li>• Digital publish</li> </ul>	<ul style="list-style-type: none"> <li>• Pearsonsuccesnet</li> <li>• Reading street audio cd's and charts</li> <li>• Apple tv - brainpopjr/you tube to research subject</li> <li>• Participate in shared writing activities with teacher and peers</li> </ul>
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>• Explore books from the same author and share an opinion about them</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion author</li> </ul>	<ul style="list-style-type: none"> <li>• Read books by same author</li> <li>• Whole group discussions - do you like this author - which book is your favorite - why</li> <li>• Think-pair-share with partner to discuss favorite book</li> <li>• Write and illustrate about favorite book I like _____ because _____.</li> </ul>
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Use background knowledge to recall information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall question</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group discussion about topic</li> <li>• Think-pair-share</li> <li>• Activate prior knowledge about topic</li> <li>• Write sentence and illustrate about topic</li> </ul>
W.K.9 (W.K.9 begins in grade 4)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>