



Wayne County Schools – Grade K – ELA



2019-2020

First Nine Weeks		
Foundational Skills		
Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> • Concepts of Print <p>I can follow words from left to right in a book.</p> <p>I can follow words top to bottom and know when to turn the page in a book.</p> <p>I can show words I say in a book.</p> <ul style="list-style-type: none"> • Rhyming Words <p>I can hear and say rhyming words.</p> <ul style="list-style-type: none"> • Letter Names 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Zaner-Bloser Handwriting</p> <ul style="list-style-type: none"> • GKIDS Readiness • GKIDS 2.0 • WC Sight word check • WC Letter/Sound check • Differentiated Reading Assessments

First Nine Weeks

Reading Literary and Informational Text

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>Reading Literary ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text. ELAGSEKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Reading Informational ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text. ELAGSEKRI5: Identify the front cover, back cover, and title page of a book. ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> • Ask and answer questions I can answer questions about details in a text. I can ask questions about details in a text. I can tell important details about a text. • Author/illustrator I can name the author and what he/she does in the text. I can name the illustrator and what he/she does in the text. • Front cover, back cover, title page I can point to the front cover of a book. I can point to the back cover of a book. I can point to the title page of a book. 	<p>Journeys Journeys Comprehensive Language and Literacy Guide Differentiated Reading Kits</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS Readiness • GKIDS 2.0

First Nine Weeks

Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>ELAGSEKL1 b .Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.</p>	<ul style="list-style-type: none"> • Nouns and verbs <p>I can tell about people in my speaking/writing. I can tell about places in my speaking/writing. I can tell about things in my speaking/writing. I can use action words in my speaking/writing.</p> <ul style="list-style-type: none"> • Plural nouns <p>I can add /s/ to show more than one when speaking.</p>	<p>Journeys Journeys Comprehensive Language and Literacy Guide Write From the Beginning and Beyond</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS Readiness • GKIDS 2.0 • WFBB Rubric

Second Nine Weeks

Reading Literary and Informational Text

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>Reading Literary ELAGSEKRL2: With prompting and support, retell familiar stories, including key details. ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story. ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (e.g., how illustrations support the text). ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>Reading Informational ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p>	<ul style="list-style-type: none"> • Retelling I can retell a story I know. • Characters, settings, major events I can name the characters, settings, and important parts in a story. • Illustrations I can use the pictures to help me understand a story. • Characters I can identify characters in a story. I can tell how characters are the same and different. • Main Idea/Details I can tell what the text is mostly about. I can retell key details from a text. • Using illustrations I can point to the illustrations in the text. I can describe how the illustrations helped me understand the text. 	<p>Journeys Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS 2.0

Second Nine Weeks

Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>ELAGSEKW3 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.</p> <p>ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>d. Understand and use question words(interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>ELAGSEKL4: With guidance and support, 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 .</p> <p>ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories.</p>	<ul style="list-style-type: none"> • Drawing, dictating and writing I can draw, tell or write about something that happened to me in the order it happened. • Printing letters I can print my upper-case letters. I can print my lower-case letters. • Question words I can ask questions in my writing or speaking. • Prepositions I can use words to tell where something is when writing or speaking. (on, off, in, out, etc.) • Spelling I can write the sounds I hear in words. I can spell words. • Multiple Meanings I can tell more than one meaning for a word. • Sorting I can use words to explain how I made groups. 	<p>Journeys Journeys Comprehensive Language and Literacy Guide</p> <p>Write From the Beginning and Beyond</p> <p>Assessments</p> <ul style="list-style-type: none"> • Write From the Beginning and Beyond Rubric • GKIDS 2.0 <p>Narrative Writing Sample-PLC discussions around students' strengths and weaknesses – December 9-20 bring scored samples</p>

Third Nine Weeks

Foundational Skills

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper-and lower case letters of the alphabet.</p> <p>ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKRF4: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader text with purpose and understanding.</p>	<ul style="list-style-type: none"> • Letter Recognition I can show and name all the letters of the alphabet. • Syllables I can take words apart and blend them together in many different ways. (onset/rime, syllables, initial, medial, and final sound. • Letter-sound correspondence I can say the sounds in words. • High Frequency Words I can read high frequency words. • Comparing words I can look at words and see how they are the same or different. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Zaner-Bloser Handwriting</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS 2.0 • WC Sight word check (as needed) • WC Letter/Sound check (as needed) • Differentiated Reading Assessments

Third Nine Weeks

Reading Literary and Informational Text

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>Reading Literary ELAGSEKRL4: With prompting and support, ask and answer questions about unknown words in a text. ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Informational ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text. ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ELAGSERI10: Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> • Word meanings I can ask questions about words I don't know in a story. • Group Reading Activities I can learn by listening to a story. I can talk about what I learned in a story. • Comparing Texts I can compare texts and say why they are the same. I can compare texts and say why they are different. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS 2.0

Third Nine Weeks

Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>ELAGSEKW2: 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.</p> <p>ELAGSEKW7: With guidance and support, participate in shared research and writing projects .</p> <p>ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes.).</p> <p>ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<ul style="list-style-type: none"> • Informational Writing I can draw, tell or write about the information I heard or read. • Capitalization I can start my sentence with a capital letter. I can write the word “I” correctly in my writing. • Punctuation I can recognize and name periods, question marks and exclamation marks/points. • Short vowel sounds I can write the sounds I hear in words. I can spell words. • Antonyms I can say an action word and the opposite. I can say a describing word and the opposite. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Write From the Beginning and Beyond</p> <p>Assessments</p> <ul style="list-style-type: none"> • Write From the Beginning and Beyond Rubric <p>Informational Writing Sample-PLC discussions around students’ strengths and weaknesses – March 9-20 bring scored samples</p>

Fourth Nine Weeks

Foundational Skills

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> • Building new words I can add sounds to make new words. I can change sounds to make new words. I can count sounds in a word. • Long/short vowel sounds I can say the long and short sounds for the five vowels. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Differentiated Reading Kits</p> <p>Zaner-Bloser Handwriting</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS • WC Sight word check-All Kindergarten teachers-Window May 1-15 • WC Letter/Sound check-All Kindergarten teachers-Window May 1-15

Fourth Nine Weeks

Reading Literary and Informational Text

Focus Standards	Skills / Learning Targets	Resources/ Assessments
<p>Reading Literary ELAGSEKRL5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>Reading Informational ELAGSEKR18: With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> • Different types of texts I can tell when words are a story. I can tell when words are a poem. • Main points/supporting details I can tell what the author wants me to know. I can tell how the words the author used helped me understand. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS 2.0 • Running Records for all Kindergarten teachers –Window May 1-15 –Due to IC May 15

Fourth Nine Weeks

Grammar Skills/Writing

Focus Standards	Skills/ Learning Targets	Resources/ Assessments
<p>ELAGSEKW1: 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., My favorite book is....)</p> <p>ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>ELACCKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple—meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-un-,pre--ful,-less) as a clue to the meaning of an unknown word.</p> <p>ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings. d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>ELAGSEKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Opinion Writing I can draw, tell or write what I think about a book and why I think it. • Adding detail to writing I can add details to my writing with help from my teacher and classmates. • Using tools to write I can use digital tools with help to write a story. • Written response I can write an answer to a question with help from an adult. • Using affixes to determine meaning. I can use the beginning and ending of a word to figure out what the word means. • Shades of meaning I can identify differences between words that mean almost the same thing. • Acquiring vocabulary I can learn new words by talking to others, reading books and by being read to. I can use my new words when I talk and write. 	<p>Journeys</p> <p>Journeys Comprehensive Language and Literacy Guide</p> <p>Write From the Beginning and Beyond</p> <p>Assessments</p> <ul style="list-style-type: none"> • GKIDS 2.0 <p>Opinion Writing Sample-PLC discussions around students’ strengths and weaknesses – bring scored samples April 20-May 1</p>