

## Bloomingdale School District

**CONTENT AREA: English Language Arts**

**GRADE: K**

**UNITS #1-5**

### Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	With prompting and support, answer questions about key details in a text.	RL.K.1; RI.K.1	Read-aloud, mini-lesson, Guided Reading
2	With prompting and support, retell stories, including key details.	RL.K.2	Mini-lesson, independent practice, conferencing
3	With prompting and support, identify the main topic in an informational text.	RI.K.2	Read-aloud, conferencing, Guided Reading
4	With prompting and support, name main characters and setting of a story.	RL.K.3	Read-aloud, Guided Reading
5	Point to the front, back cover and title page of a book.	RI.K.5	Concepts about print, Morning Message, read-aloud
6	Listen and respond to questions about literature and informational text.	RI.K.10 ; RL.K.10; SL.K.2	Read-aloud, Guided Reading
7	Recognize and produce two rhyming words.	RF.K.2.a	Morning Message, Literacy Centers, songs
8	Count syllables in spoken one and two-syllable words.	RF.K.2b	Word study, small group practice,
9	Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.	W.K.1	Independent Writing, Interactive Writing, Conferencing

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<b>CONTENT AREA: English Language Arts</b>		<b>GRADE: K</b>	<b>UNITS #1-5</b>
10	Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns.	SL.K.1.a,b;SL.K.2	Modeling, turn and talk,literacy centers
11	Name and describe familiar people, places or things and, with prompting and support, provide additional details.	SL.K.4	Morning message, student sharing
12	Express ideas in shared language activities, including frequently occurring nouns (e.g., house), verbs (e.g., run) and prepositions (e.g., to).	L.K.1.b; L.K.1.e	Interactive writing, independent writing, turn and talk
13	Use question words, (e.g., who, what and where) in meaningful context when speaking.	L.K.1.d	Turn and talk, conferencing, modeling
14	With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at school that are colorful).	L.K.5.c	Word study
15	Use words and phrases acquired through conversations.	L.K.6	Turn and talk, conferencing, literacy centers
<b>ACADEMIC VOCABULARY</b>			
Character, setting, because, main, illustration, author			

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<b>Code #</b>	<b>Common Core State Standards</b>
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.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
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.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.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.
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., <i>My favorite book is...</i> ).

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SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
SL.K.2	<p>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>
SL.K.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</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>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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**Unit 2 – approximately 6 weeks**

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING CCSS</b>	<b>METHOD(S) OF INSTRUCTION</b>
1	With prompting and support ask questions about key details in literature and informational text.	RL.K.1; RI.K.1	Read aloud, Guided Reading
2	Recognize common types of texts (e.g., storybooks, poems).	RL.K.5	Read aloud, mini-lesson
3	With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).	RL.K.7; RI.K.7	Read aloud
4	Follow words in the text from left to right.	RF.K.1.a	Guided Reading, Morning message
5	Demonstrate understanding that print represents the spoken language.	RF.K.1.b	Guided Reading, independent reading
6	Recognize that words are separated by spaces in print.	RF.K.1.c	Morning Message, Interactive Writing, Big Books
7	Produce 10 of the 26 primary letter sounds of the consonants.	RF.K.3.a	Mini lesson, literacy centers
8	Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.	W.K.2	Independent writing, conferencing
9	Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.	W.K.3	Independent writing, conferencing

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10	Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.	SL.K.1.a,b	Turn and talk, literacy centers
11	Confirm understanding by asking and answering questions about key details presented.	SL.K.2	Guided Reading
12	Ask and answer questions in order to seek help or clarify concepts.	SL.K.3	Conferencing
13	Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	SL.K.4	Conferencing, Morning Message
14	Add drawings to descriptions to provide additional detail.	SL.K.5	Independent writing, literacy centers
15	Express thoughts, feelings and ideas to others clearly.	SL.K.6	Conferencing
16	Express ideas in shared language activities using frequently occurring nouns (e.g., ball), plural nouns (e.g., balls, wishes), verbs (e.g., play) and prepositions (e.g., in).	L.K.1.b,c,e	Conferencing
17	Sort common objects into categories (e.g., colors), with guidance and support.	L.K.5.a	Literacy centers
18	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	L.K.5.d	Word study
19	Use words and phrases acquired through reading, including read alouds.	L.K.6	Turn and talk, Guided Reading
<b>ACADEMIC VOCABULARY</b>			
character, setting, because, main, illustration, author, idea, next, beginning, middle, end			

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**UNITS #1-5**

<b>Code #</b>	<b>Common Core State Standards</b>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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).
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).
RF.K.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. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
RF.K.3	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 sound for each consonant.
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.
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.

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SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges.
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.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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### Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	With prompting and support, retell a familiar story including key details (main characters and setting).	RL.K.2	Read aloud, mini-lesson
2	With prompting and support, state key details of an informational text.	RI.K.2	Read aloud, mini-lesson
3	With prompting and support, identify the major events in a story.	RL.K.3	Guided Reading
4	With prompting and support, name the author and illustrator and define their roles.	RL.K.6; RI.K.6	Guided Reading, independent reading, conferencing
5	With prompting and support, describe the connection between the illustration and story/text (e.g., what moment in the story or idea in the text the illustration depicts).	RL.K.7; RI.K.7	Turn and talk, conferencing
6	Listen and respond with purpose and understanding to literature and informational text in group reading activities.	RI.K.10; RL.K.10	Read aloud, turn and talk
7	Follow words in print left to right and top to bottom.	RF.K.1.a	Guided Reading
8	Produce three simple rhyming words.	RF.K.2.a	Song, conferencing, literacy centers
9	Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.	RF.K.1.b,c	Guided Reading
10	Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b	Morning Message, word study

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11	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c	Word study, mini-lesson
12	Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 26 primary letter sounds of the consonants.	RF.K.3.a	Mini-lesson, literacy center
13	Read high-frequency sight words (e.g., all, no).	RF.K.3.c	Literacy center
14	Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.	W.K.1	Interactive writing, independent writing, conferencing
15	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.	W.K.2	Mini lesson, independent writing
16	With guidance and support, produce and publish a short narrative using digital tools.	W.K.6	Computers, independent writing, Smartboard
17	Participate in group writing activity, including shared research (e.g., compare stories written by one author and state an opinion about them).	W.K.7	Interactive writing
18	Engage in five strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.	SL.K.1.a,b; SL.K.2; SL.K.3	Turn and talk, literacy center
19	Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.	SL.K.4	Morning message, turn and talk
20	Create an illustration to add details to a description.	SL.K.5	Independent writing, literacy center

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<b>CONTENT AREA: English Language Arts</b>		<b>GRADE: K</b>	<b>UNITS #1-5</b>
21	Print 15 upper and lower case letters.	L.K.1.a	Independent writing, literacy center
22	Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. dog, dogs).	L.K.1.b,c,e	Turn and talk, literacy center
23	Use question words, (e.g., who, what, when, why and how) in meaningful context when speaking.	L.K.1.d	Turn and talk, conferencing
24	With guidance and support, sort words into basic categories (e.g., colors, shapes).	L.K.5.a	Word study, literacy center
25	With guidance and support, identify real-life connections between words and their use.	L.K.5.c	Read aloud, modeling
26	Use vocabulary acquired through responding to texts.	L.K.6	Turn and talk
<b>ACADEMIC VOCABULARY</b>			
Character, setting, because, main, illustration, author, rhyme, conversation			

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<b>Code #</b>	<b>Common Core State Standards</b>
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.
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.
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds. a. Recognize and produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.3	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 sound for each consonant. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
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.
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).

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L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
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.
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).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
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).
RI.K.10	Actively engage in group reading activities with purpose and understanding.

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RF.K.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. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.
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., <i>My favorite book is...</i> ).
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.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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**UNITS #1-5**

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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**Unit 4 – approximately 6 weeks**

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING CCSS</b>	<b>METHOD(S) OF INSTRUCTION</b>
1	Ask and answer questions to learn about unfamiliar words in literature texts.	RL.K.4	Guided Reading, mini-lesson, vocabulary
2	With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts.	RI.K.4	Guided Reading, mini-lesson, vocabulary
3	With prompting and support, state reasons an author gives to support points in a text.	RI.K.8	Read aloud, mini-lesson
4	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing pictures clues or other story props.	RL.K.9	Read aloud, graphic organizer
5	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c	Morning Message, word study
6	Read emergent reader texts with purpose and understanding.	RF.K.4	Independent reading, Guided Reading
7	With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	W.K.5	Interactive writing, independent writing, conferencing
8	With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question	W.K.8	Interactive writing, independent writing, conferencing

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**UNITS #1-5**

9	Produce and expand complete sentences in shared language activities.	LK 1.f	Turn and talk
10	Identify new meanings for familiar words (e.g., knowing <i>fly</i> is a bug and learning <i>flies</i> is something an airplane does) and apply them accurately.	L.K.4.a	Word study
11	With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).	L.K.5.b	Word study, literacy center
<b>ACADEMIC VOCABULARY</b>			
<b>blend, reason, opposite, meaning, finger space, similar and different</b>			

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**UNITS #1-5**

Code #	Common Core State Standards
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RF.K.4	Read emergent reader texts with purpose and understanding.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LK.1	Produce and expand complete sentences in shared language activities.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. 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> ).
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.

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**Unit 5 – approximately 6 weeks**

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING CCSS</b>	<b>METHOD(S) OF INSTRUCTION</b>
1	With prompting and support, retell a familiar story including key details.	RL.K.2	Mini lesson, read aloud
2	With prompting and support, name the illustrator and define their roles.	RL.K.6; RI.K.6	Mini lesson, read aloud, Guided Reading
3	With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.	RL.K.9	Read aloud, graphic organizer
4	Listen and respond to questions about literature and informational text in group reading activities.	RL.K.10; RI.K.10	Mini lesson, turn and talk
5	With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text.	RI.K.3	Turn and talk, graphic organizer
6	With prompting and support, ask and answer questions about unknown words in informational texts.	RI.K.4	Mini lesson, word study, Guided Reading
7	With prompting and support, state reasons an author gives to support points in an informational text.	RI.K.8	Mini lesson, Read aloud, Guided Reading
8	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9	Mini lesson, graphic organizer
9	Recognize and name all the upper and lowercase letters of the alphabet.	RF.K.1.d	Conferencing, literacy center

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10	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).	RF.K.2.d	Word study, Morning Message
11	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).	RF.K.2.e	Morning Message, Phonemic awareness
12	Produce the primary or most frequent sound for each consonant.	RF.K.3.a	Conferencing, literacy center
13	With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.	RF.K.3.b	Phonemic awareness, independent writing
14	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	RF.K.3.c	Guided Reading, interactive reading, independent reading
15	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).	RF.K.3.d	Word study, phonics
16	Read emergent-reader texts with purpose and understanding.	RF.K.4	Guided Reading, independent reading
17	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.	W.K.1	Independent writing, conferencing
18	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.	W.K.3; L.K.2.d	Independent writing, phonics, conferencing
19	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).	W.K.5	Independent writing, conferencing

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20	With guidance and support, produce and publish a piece using digital tools with peers.	W.K.6	Computers
21	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).	W.K.7; W.K.8	Media center, interactive writing, computers
22	Ask and answer questions in order to seek help or clarify concepts.	SL.K.3	Guided Reading
23	Express thoughts, feelings and ideas to other clearly.	SL.K.6	Turn and talk, small group
24	Capitalize the first word in a sentence and pronoun <i>I</i> .	L.K.2.a	Mini-lesson, independent writing
25	Recognize and name end punctuation (e.g., period, question mark).	L.K.2.b	Mini lesson, conferencing
26	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2.c	Independent writing, phonics, Morning message
27	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.	L.K.4.b	Mini-lesson, Guided Reading
<b>ACADEMIC VOCABULARY</b>			
<b>lower case letters, upper case letters, capital letter, punctuation, short vowels, long vowels</b>			

**Bloomington School District**

**CONTENT AREA: English Language Arts**

**GRADE: K**

**UNITS #1-5**

Code #	Common Core State Standards
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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).
RF.K.1	Demonstrate understanding of the organization and basic features of print. d. Recognize and name all the upper and lower case letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. 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/.). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.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> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## Bloomingdale School District

<b>CONTENT AREA: English Language Arts</b>		<b>GRADE: K</b>	<b>UNITS #1-5</b>
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . b. 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.		
RL.K.2	With prompting and support, retell familiar stories, including key details.		
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.		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
RL.K.10	Actively engage in group reading activities with purpose and understanding.		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.		
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.		
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.		
RI.K.10	Actively engage in group reading activities with purpose and understanding.		
RF.K.4	Read emergent-reader texts with purpose and understanding.		
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., <i>My favorite book is...</i> ).		
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.		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
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.		

**Bloomington School District**

**CONTENT AREA: English Language Arts**

**GRADE: K**

**UNITS #1-5**

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).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.