

I= Introduced R=Reinforced/Reviewed P=Proficient X=Not taught during this 9 week period I/P=Portion of the standard was taught and assessed													
English Language Arts Scope and Sequence					Vocabulary	Skills	Instructional	Assessments	Resources / Materials				
KDG ELA STANDARDS					1	2	3	4					
Reading Standards for Literature: Key Ideas and Details													
RL.1 With prompting and support, ask and answer questions about key details in	I	R	R	R	Key detail, before,	I can tell who, what,	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 72; p. 92, p. 102; p.				
RL.2 With prompting and support, retell familiar stories, including key details.	I	R	R	R	Key detail, before,	I can listen to a story	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 82; p. 92; p. 102; p.				
RL.3 With prompting and support, identify characters, settings, and major events	I	R	R	R	characters, setting,	I can define character,	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 72; p. 82; p. 92; p. 102;				
Reading Standards for Literature: Craft and Structure													
RL.4 Ask and answer questions about unknown words in a text.	I	R	R	R	unknown, questions	I can identify unknown	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 102; p. 112; p. 122; p.				
RL.5 Recognize common types of texts (e.g., storybooks, poems).	I	R	R	R	Non fiction,	I can tell the	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 3: p. 285; p. 295), (Unit 4: p.				
RL.6 With prompting and support, name the author and illustrator of a story and	I	R	R	R	Define roles,	I can tell who the	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 112; p. 122; p. 132; p.				
Reading Standards for Literature: Integration of Knowledge and Ideas													
RL.7 With prompting and support, describe the relationship between illustrations	I	R	R	R	illustration	I can look at the	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 92; p. 102; p. 162; p.				
RL.8 (Not applicable to literature)													
RL.9 With prompting and support, compare and contrast the adventures and	I	R	R	R	compare, contrast,	I can compare and	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 162; p. 172), (Unit 3: p.				
Reading Standards for Literature: Range of Reading and Level of Text													
RL.10 Actively engage in group reading activities with purpose and	I	R	R	R	attentively, eye	I can follow the rules	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 52; p. 82; p. 92; p. 102;				
Reading Standards for Informational Text: Key Ideas and Details													
RI.1 With prompting and support, ask and answer questions about key details in	I	R	R	R	key detail, before,	I can explain that a key	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 102; p. 122; p. 132; p.				
RI.2 With prompting and support, identify the main topic and retell key details of	I	R	R	R	Main topic, retell,	I can tell the main	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 2: p. 285; p. 295), (Unit 4: p.				
RI.3 With prompting and support, describe the connection between two	I	R	R	R	Main topic, retell,	I can tell how people,	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 142), (Unit 3: p. 245),				
Reading Standards for Informational Text: Craft and Structure													
RI.4 With prompting and support, ask and answer questions about unknown	I	R	R	R	vocabulary, words,	I can identify words I	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 5: p. 356; p. 376; p. 396)				
RI.5 Identify the front cover, back cover, and title page of a book.	I	R	R	R	front cover, back	I can find the front	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 112; p. 122; p. 132; p.				
RI.6 Name the author and illustrator of a text and define the role of each in	I	R	R	R	author, illustrator,	I can define the author	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 112; p. 122; p. 132; p.				
Reading Standards for Informational Text: Integration of Knowledge and													
RI.7 With prompting and support, describe the relationship between illustrations	I	R	R	R	illustration	I can look at	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 4: p. 295; p. 321), (Unit 5: p.				
RI.8 With prompting and support, identify the reasons an author gives to support	I	R	R	R	point, reason	I can identify why an	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 143), (Unit 3: p. 245),				
RI.9 With prompting and support, identify basic similarities in and differences	I	R	R	R	alike and different	I can identify how two	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 5: p. 356; p. 366; p. 376; p.				
Reading Standards for Informational Text: Range of Reading and Level of													
RI.10 Actively engage in group reading activities with purpose and	I	R	R	R	eye contact,	I can follow the rules	Share Reading, Guided	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 112; p. 122; p. 182),				
Reading Standards: Foundational Skills: Print Concepts													
RF.K.1 Demo strate understanding of the organization and basic features of print													
a. Follow words from left to right, top to bottom, and page by page.	I	R	R	R	Point, tracking,	I can use basic text	Share Reading, Guided	teacher observation,	Foundations Storytime Activities; (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p.				
b. Recognize that spoken words are represented in written language by specific	I	R	R	R	author, illustrator,	I can define the author	Share Reading, Guided	teacher observation,					
c. Understand that words are separated by spaces in print.	I	R	R	R	Space, word, line,	I can understand	Share Reading, Guided	teacher observation,	Foundations Activities using the blue Sentence Frames allow students to				
d. Recognize and name all upper---and lowercase letters of the alphabet.	I/P	I/P	I/P	I/P	Upper case letters,	I can identify all upper	Share Reading, Guided	teacher observation,	Foundations activities:				
Reading Standards: Foundational Skills: Phonological Awareness													
RF.2 Demonstrate understanding of spoken words, syllables, and sounds													
a. Recognize and produce rhyming words.	I/P	R/P	R/P	R/P	End sound and	I can recognize and	Poetry, Word Work, Word	teacher observation,	Foundations Make It Fun and Storytime activities. Make it Fun (description p.				
b. Count, pronounce, blend, and segment syllables in spoken words.	I	R	R	P	consonant, vowel,	I can recognize each	Word Work,	teacher observation,	Foundations Word Play activity in Unit 1. See Word Play (description p. 48);				
c. Blend and segment onsets and rimes of single---syllable spoken words.	I	R	R	R	blend, end sound,	I can blend syllables to	Word Work,	teacher observation,	Foundations Storytime (description p. 48); (Unit 1: p. 113; p. 123; p. 183).				
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)	I	I/R/P	I/R/P	I/R/P	sounds,tap out sound	I can isolate sounds.	Word Work,	teacher observation, student performance and	Foundations Echo/Find Words (description p. 34); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289);				
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words	I	R	R	R	sounds, beginning	I can add or substitute	Word Work,	teacher observation,	Foundations See above. Echo/Find Words (description p. 34); (Unit 3: p. 237;				
RF.3 Know and apply grade---level phonics and word analysis skills in decoding													
a. Demonstrate basic knowledge of one to one letter-sound correspondences by	I/P	I/P	I/P	I/P	sounds	I can produce or	Word Work, Writing	teacher observation,	Foundations activities: Letter-Keyword-Sound, Drill Sounds, Echo/Find				
b. Associate the long and short sounds with common spellings (graphemes) for	I/P	I/P	I/P	I/P	long, short, sounds,	I can associate long	Word Work, Writing	teacher observation,	Drill Sounds (description p. 30); (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p.				
c. Read common high---frequency words by sight (e.g., the, of, to, you, she, my,	I/P	I/P	I/P	I/P	memory words	I can read memory	Word Work, Writing	teacher observation,	Foundations Automatic word recognition of Level K Trick Words, combined				
d. Distinguish between similarly spelled words by identifying the sounds of the	X	I	R	R	letter sounds,	I can find sounds that	Word Work, Dictation,	teacher observation,	Foundations With the mastery of letter-to-sound correspondence and the				
Reading Standards: Foundational Skills: Fluency													
RF.4 Read emergent-reader texts with purpose and understanding.	I	I/R	I/R	I/R	read, track print,	I can read for	guided reading, decodable	teacher observation,					

Writing Standards: Text Types and Purposes										
W.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	I	R	R	R	draw, write, details, sentence, capital,	I can write, draw and tell an opinion.	writing activities, journals, shared writing,	teacher observation, student performance and	Wit and Wisdom GK M2 L28DD, L31 GK M3 L4-10, L18-30	
W.2 Use a combination of drawing, dictating, and writing to compose	I	R	R	R	draw, write, details,	I can write, draw and	writing activities, journals,	teacher observation,	Wit & Wisdom GK M1 L1, L9-10, L15-16, L18-19, L21-22,	
W.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	I	R	R	R	first, next, last	I can tell a story about something that	writing activities, journals, shared writing,	teacher observation, student performance and	Wit & Wisdom: GK M1 L19 GK M2 L19-23, L25-28, L28DD, L30-32	
Writing Standards: Production and Distribution of Writing										
W.4 (Begins in grade 3)										
W.5 With guidance and support from adults, respond to questions and	X	I	R	R	topic, detail	I can answer questions	writing activities, journals,	teacher observation,	Wit & Wisdom: GK M2 L32DD	
W.6 With guidance and support from adults, explore a variety of digital tools to	X	X	X	I	digital tools,	I can publish my	technology class	teacher observation,	Wit & Wisdom: GK M2 L2, L4-6	
Writing Standards: Research to Build and Present Knowledge										
W.7 Participate in shared research and writing projects (e.g., explore a number	I	R	R	R	research, topic	I can help my class	shared reading/writing	teacher observation,	Wit & Wisdom: GK M3 L14, L28-29	
W.8 With guidance and support from adults, recall information from experiences	I	R	R	R	recall	I can answer questions	discussion, shared reading,	teacher observation,	Wit & Wisdom: GK M1 L1, L4-5, L7DD, L8-10, L13-16,	
W.9 (Begins in grade 4)										
Writing Standards: Range of Writing										
W.10 (Begins in grade 4)										
Speaking and Listening Standards: Comprehension and Collaboration										
SL.1 Participate in collaborative conversations with diverse partners about										
a. Follow agreed upon rules for discussions (e.g., listening to others and taking	I/R	R	R	R	share, discuss,	I can follow rules for	discussions, class meetings,	teacher observation,	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;	
b. Continue a conversation through multiple exchanges.	I	R	R	R	discussion, ideas	I can listen to the	discussions, class meetings,	teacher observation,	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;	
SL.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	I	R	R	R	media, key detail, present	I can identify key information presented	Share Reading, Guided Reading, Poetry,	teacher observation, student performance and	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p.	
SL.3 Ask and answer questions in order to seek help, get information, or clarify	I/R	R	R	R	ask, answer,	I can ask and answer a	Share Reading, Guided	teacher observation,		
Speaking and Listening Standards: Presentation of Knowledge and Ideas										
SL.4 Describe familiar people, places, things, and events and, with prompting	I/R	R	R	R	describe, details,	I can tell about people,	class discussions, class	teacher observation,	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;	
SL.5 Add drawings or other visual displays to descriptions as desired to provide	I	R	R	R	draw, details,	I can use drawings to	writing activities, journals,	teacher observation,	Foundations My Journal: (Unit 1: p. 163), (Unit 2: p. 199), (unit 4: p. 341; p.	
SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	I	R	R	R	thought, feeling,	I can explain why it's	class discussions, class	teacher observation,	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;	
Language Standards: Conventions of Standard English										
L.1 Demonstrate command of the conventions of standard English grammar and										
a. Print many upper and lowercase letters.	I/R/P	I/R/P	R/P	R/P	letters, three lines,	I can print upper and	handwriting, Your Turn	teacher observation,	Foundations Echo/Letter Formation (description p. 36):: (Orientation: p. 58),	
b. Use frequently occurring nouns and verbs.	R	R	R	R	noun, verb,	I can use common	discussions, word work,	teacher observation,	Foundations Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 360; p.	
c. Form regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs; wish,	X	I	R	R	noun, plural,	I can make the correct	discussions, word work,	teacher observation,	Wit & Wisdom: GK M2 L20DD	
d. Understand and use question words (interrogatives) (e.g., who, what, where,	I	R	R	R	question, who,	I can use question	discussions, student	teacher observation,	Foundations Word Play (description p. 48): (Unit 1: p. 70; p. 80; p. 90; p. 110;	
e. Use the most frequently occurring	I	R	R	R	prepositions	I can use common	discussions	teacher observation,	Foundations Teach Trick Words (description p. 44): (Unit 3: p. 260; p. 270; p.	
f. Produce and expand complete sentences in shared language activities.	I	R	R	R	complete, sentence,	I can make complete	discussions, writing	teacher observation,	Foundations Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102;	
L.2 Demonstrate command of the conventions of standard English capitalization,										
a. Capitalize the first word in a sentence and the pronoun I.	I	R	R	P	capital, first word,	I can capitalize the	writing activities, journals,	teacher observation,	Foundations Introduce New Concepts: (Unit 5: p. 349; p. 351; p. 379), Word	
b. Recognize and name end punctuation.	I	R	R	R	period, question	I can recognize and	writing activities, journals,	teacher observation,	Foundations Introduce New Concepts: (Unit 5: p. 349; p. 351), Word Play	
c. Write a letter or letters for most consonant and short-vowel sounds	I/R/P	I/R/P	I/R/P	I/R/P	letters, three lines,	I can write letters	writing activities, journals,	teacher observation,	Foundations Echo/Letter Formation (description p. 36): (Orientation: p. 58),	
d. Spell simple words phonetically, drawing on knowledge of sound-letter	I/R/P	I/R/P	I/R/P	I/R/P	beginning, middle,	I can spell simple	writing activities, journals,	teacher observation,	Foundations Echo/Find Words (description p. 26): (Unit 3: p. 237; p. 247; p.	
Language Standards: Vocabulary Acquisition and Use										
L.4 Determine or clarify the meaning of unknown and multiple-meaning words										
a. Identify new meanings for familiar words and apply them accurately (e.g.,	I	R	R	R	meaning, words,	I can identify words	shared reading, read alouds,	teacher observation,	Foundations Supported throughout Foundations activities – see Introduction	
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-,	X	X	I	R	prefix, suffix, affix	I can identify affixes of	discussions, category word	teacher observation,	Foundations Supported throughout Foundations activities – see Introduction	
L.5 With guidance and support from the adults, explore word relationships and										
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of	I	R	R	R	common, category,	I can sort common	category word work, writing,	teacher observation,	n/a	
b. Demonstrate understanding of frequently occurring verbs and adjectives by	X	X	I	R	similar, different,	I can match common	category word work,	teacher observation,	Supported throughout Foundations activities- see introduction	
c. Identify real-life connections between words and their use (e.g., note places at	I	R	R	R	connection, similar,	I can connect words I	shared reading, read alouds,	teacher observation,	Supported throughout Foundations activities- see introduction	
d. Distinguish shades of meaning among verbs describing the same general	I	R	R	R	category, opposite, common	I can recognize verbs that have similar	discussions, shared reading, read alouds,	teacher observation, student performance and	Supported throughout Foundations activities-see instruction	
L.6 Use words and phrases acquired through conversations, reading and being	I	R	R	R	list, phrase, words	I can use and discover	read aloud, shared reading,	teacher observation,	Wit and Wisdom: GK M1-4	